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Georgia Rice, Superintendent
Office of Public Instruction
Sole State Agency for Vocational Education
Helena, Montana 59601

1980 Annual Plan

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U.S. COMMISSIONER'S APPROVAL

of the FY 1980 Annual Program Plan and FY 78 Accountability Report
for the Administration of Vocational Education Under Title II of the Educa-
tion Amendments of 1976, (P.L. 94-482)

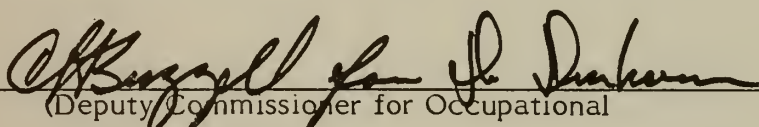
Submitted by the State of Montana

Adopted by Superintendent of Public Instruction
(Name of State Board)

Date Adopted June 15, 1979

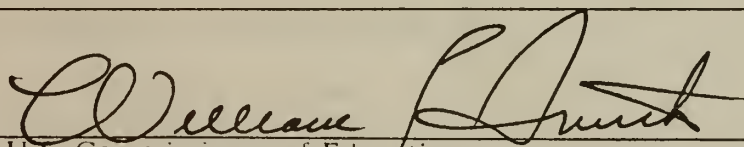
Date Received by the Office of Education: July 5, 1979 & August 2, 1979

Effective date of Plan September 19, 1979

Approval recommended: 
(Deputy Commissioner for Occupational
and Adult Education)

Concur: _____
Executive Deputy Commissioner for Educational Programs

Date Concurred: _____

Approved: 
U.S. Commissioner of Education

Date Approved: 2/21/80

STATE PLAN
FOR
VOCATIONAL EDUCATION IN MONTANA
FISCAL YEAR 1980

Superintendent of Public Instruction
Executive Officer
of
Vocational Education

FISCAL YEAR 1980
ANNUAL PLAN
TABLE OF CONTENTS

	PAGE
 CERTIFICATION	
OMB Circular A-95 Clearance	1
Certificate of Attorney General	2
Certificate of Superintendent of Public Instruction.	3
Certificate of Montana Advisory Council for Vocational Education.	4
Certification by State Board of Involvement of Designated Agencies	5
Certification of State Planning Committee for Vocational Education.	6
Vocational Education State Planning Council	7
Certification of Equal Access	9
Certification of Establishment of S.O.I.C.C..	10
Certification of Public Hearing and Public Notification	11
Certificate of Establishment of Local Advisory Councils	12
 GENERAL APPLICATION ASSURANCE	
Administration	13
Board of Public Education to Cooperate with Montana Advisory Council for VoEd.	13
Superintendent of Public Instruction to Comply with Requests of the Commissioner of the Office of Education	13
Funds to be Distributed on the Basis of Annual Applications	13
Priority for Funding and Basis for Funding	14
Funding Formula	15
Assurance of Non-Supplanting of Funds	19
Fiscal Control and Fund Accounting Procedures	19
Uses of Funds	20
Assurance of Public Disclosure	20
Annual Plan Consistent with Education of the Handicapped Act	20
Superintendent of Public Instruction to Cooperate with Administrator of the National Center for Education Statistics	20

Eligibility for Participation of Students served by Indian Tribal Organizations	20
Special Consideration to be Given to Outlying Districts	21
Public Hearing and Information	21
Secondary Vocational Education Application and Funding Procedures - FY 1980-81.	21
Opportunity for Hearings on Local Applications	27
Vocational Education Under Contract.	29
Policies and Administrative Procedures for Vocational Education	30
ORGANIZATIONAL CHART	
State Administration Organizational Chart for Vocational Education in Montana	31
INTRODUCTION TO ANNUAL STATE PLAN FOR VOCATIONAL EDUCATION IN MONTANA	
Philosophy of the Board of Public Education.	32
State Governance and Administration	32
Superintendent of Public Instruction (Executive Officer)	32
State Director/Administrator	34
Postsecondary Vocational Technical Centers	35
Apprenticeship Program	36
Funding for Handicapped, Disadvantaged and Secondary Programs of Vocational Education	36
Management Information and Manpower System	36
State Occupational Information Coordinating Committee.	36
Other Vocational Education Programs.	36
Evaluation	37
Allocation of Federal Funds by Purpose	38
Sources of Support for FY 1980	40
DEMOGRAPHIC DATA	
Introduction to Demographic Data	41
Figure 10 - Population by County	43
Figure 11 - Percentage of General Unemployment by County	44
Figure 12 - Eligible Labor Surplus Areas	45
Figure 13 - Montana Dropout Rates by County.	46
Stat. Population to be Served.	47
Table I - Statistical Population to be Served.	48
Table II - Statewide Population to be Served	51

CURRENT AND FUTURE JOB NEEDS

Introduction to Current and Future Job Needs	53
Table III - Current and Future Job Needs	55

ANNUAL GOALS, ENROLLMENTS AND ALLOCATIONS

Introduction to FY 1980 Goals for Vocational Education Programs	58
Cooperative Vocational Education Goals & Rationale . . .	59
Cooperative Education Funding	60
Work Study	60
Funding Allocation	61
Agriculture Education Goals and Rationale	62
Table IV - FY 80 Goals for Agriculture Education	65
Business and Office Education Goals and Rationale . . .	66
Table V - FY 80 Goals for Business and Office Education	70
Distributive Education Goals and Rationale	71
Table VI - FY 80 Goals for Distributive Education	73
Health Occupations Education Goals and Rationale	74
Table VII - FY 80 Goals for Health	
Occupations Programs	76
Trade and Industrial Education Goals and Rationale . . .	78
Table VIII - FY 80 Goals for Trade and Industrial Education	83
Technical Education Goals and Rationale	87
Table IX - FY 80 Goals for Technical Education	88
Industrial Arts Goals and Rationale	89
Table X - FY 80 Goals for Industrial Arts	90
Wage Earning Home Economics Education Goals and Rationale	91
Table XI - FY 80 Goals for Wage Earning Home Economics Education	93

HUMAN POTENTIAL DEVELOPMENT

Human Potential Development Goals and Rationale	94
Human Potential Development FY 80 Goals and Objectives	95
Displaced Homemakers	98
Counseling Needs Research Project	99

DISADVANTAGED AND HANDICAPPED

Goals and Funding Rationale for Special Disadvantaged/Disadvantaged and Handicapped Programs	100
Special Disadvantaged (Section 140) Funds	100
Handicapped Programs Funded with Set-Aside Monies . . .	101
Disadvantaged Programs Funded with Set-Aside Monies . .	102
FY 80 Special Needs Vocational Education Projects . . .	104

CONSUMER AND HOMEMAKING EDUCATION

Consumer and Homemaking Goals and Rationale	105
Table XII - FY 80 Goals for Consumer Homemaking . . .	107

PROGRAM IMPROVEMENT AND SUPPORTIVE SERVICES

Research Coordinating Unit	108
Use of Funds for Research Programs	108
Use of Funds for Exemplary and Innovative Programs	109
Use of Funds for Curriculum Development Programs	111
Notification to Commissioner and the National Center for Research in Vocational Education	112
Vocational Personnel Development Programs and Services	113
Section 136: Grants to Overcome Sex Bias	114
Vocational Guidance Goals and Rationale	115
Project VIEW	117
Tax Credit for Employers Participating in Cooperative Education Programs	119
National Vocational Education Professional Development Consortium	120

APPENDIX

A. Secondary Vocational Education Programs and Funding	121
B. Coordinating between CETA Title II (A)(B)(C)(D) and Title III (Institutional Training) and Vocational Education	136
C. Self Evaluation for Vocational Education	138
D. Summary of Views Expressed at the Public Hearing .	140
E. Supplemental Information and Federal Approval Process and Allocation Table for Federal Funds	

CERTIFICATIONS

State of Montana
Office of The Governor
Helena 59601

THOMAS L. JUDGE
GOVERNOR

January 3, 1977

Ms. Georgia Rice
Superintendent of Public Instruction
State Capitol
Helena, Montana 59601

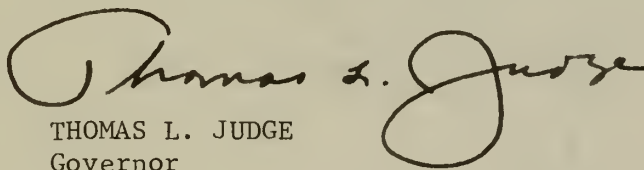
Dear Superintendent Rice:

This letter concerns OMB Circular A-95 which provides that my office is to review and comment on state plans or applications that agencies of the state are planning to submit to federal agencies.

Since you are a constitutional, elected official of the state and since you have statutory authority to request and expend federal monies for public schools, it is my view that the clearinghouse requirement under Circular A-95 does not apply to your office. So that there may be no confusion on this point, this letter is provided to you to assure federal officials that I will not offer any comments concerning any plans or applications submitted by you for federal funds. I understand however, that you will send to my office for information purposes only, a copy of all such plans or applications.

I trust that this letter will serve you with respect to Circular A-95. If you have any problems concerning this matter, please let me know.

Sincerely,


THOMAS L. JUDGE
Governor

Certificate of Attorney General

State of Montana

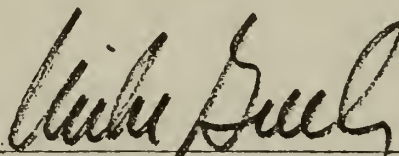
I hereby certify:

1. THAT the Superintendent of Public Instruction is the sole agent for vocational education in this state within the meaning of Section 104(a)(1) of The Vocational Education Act of 1963 as amended by Public Law 94-482.
2. THAT said Superintendent has the authority under state law to submit the State Plan for the Administration of Vocational Education and the Annual Accountability Report;
3. THAT said Superintendent is the sole state agent responsible for the supervision of the administration of the foregoing State Plan and the Annual Accountability Report;
4. THAT all of the provisions of the foregoing Plan can be carried out by the State and are consistent with state law;
5. THAT the State Superintendent of Public Instruction has been duly authorized to submit the foregoing State Plan and the Annual Accountability Report.

June 26, 1979

(Date)

(Signed)

Attorney General of the
State of Montana

Certification by Superintendent
of Public Instruction

State of Montana

I hereby certify that the attached FY 80 Annual Plan and FY 78 Accountability Report were adopted by the Superintendent of Public Instruction on June 15, 1979.

The State Plan, as submitted, is construed as a planning document rather than specific program approval for the operation and administration of the State's program established pursuant to the Vocational Education Amendments of Public Law 94-482. All information and representations contained in the Plan have been coordinated with the agencies, councils and individuals as required by law and that the final adoption has been made by the Superintendent of Public Instruction.

12-4-79
Date

Georgia Keri
Superintendent of Public Instruction



MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

William A. Ball
Executive Director

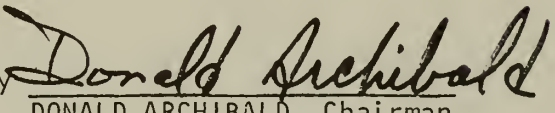
July 10, 1979

Ms. Georgia Ruth Rice
Sole Agent for Vocational
Education
Capitol Building
Helena, MT 59601

Dear Ms. Rice:

The State Advisory Council for Vocational Education has been consulted in the development of the 1980 Fiscal Year State Plan for Vocational Education. The Council was represented by various members at several of the public meetings held on the plan. Input from the Council was made at the public meetings as well as at the sessions of the Planning Council. The plan reflects several of the recommendations made by the Council in the process of preparation and review.

THE STATE ADVISORY COUNCIL

BY 
DONALD ARCHIBALD, Chairman
Montana State Advisory
Council for Vocational
Education

WAB/DGA/mw

217 State Arsenal Building • Helena, Montana 59601 • P.O. Box 4789 • Phone. 449-2013

Donald Archibald Chairman Helena	James Carey Great Falls	Karen Fenton Helena	Bill Korizek Helena	Joe Renders Great Falls	Jim Taylor Billings
Marolane Stevenson Vice-Chairman Missoula	Bruce DeRosier Helena	Shirley Ferguson Great Falls	Glenda Malloy Butte	Paulette Sheron Butte	John Travis Billings
Jane Baker Great Falls	Bob Donaldson Helena	Jack Gunderson Helena	Dick Mattson Missoula	Linda Skaar Bozeman	Margaret Warden Great Falls
	Dick Draper Helena	Susan Hildebrand Helena	Ronald Mattson Great Falls	Cheryl Sylvester Sun River	Janine Windy Boy Crown Butte

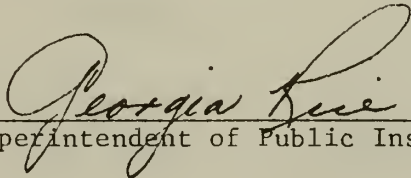
Certification by Superintendent of Public Instruction
of Involvement of Designated Agencies

The Superintendent of Public Instruction certifies that representatives required in Section 107(a)(1) of Public Law 94-482 have been afforded opportunity for involvement in formulation of the FY 80 Annual Plan and FY 78 Accountability Report.

Three meetings were held as follows:

<u>Date</u>	<u>Location</u>
October 17, 1978	Great Falls, Montana
December 8, 1978	Missoula, Montana
May 31, 1979	Helena, Montana

12-4-79
Date



Superintendent of Public Instruction

Certification of State Planning Committee
for Vocational Education

State of Montana

We certify that as representatives of the agencies, councils and individuals specified in Section 107(a)(1) of Public Law 94-482, we convened at three meetings during the development of the FY 1980 Annual Plan for Vocational Education in Montana and actively participated in said Plan and the 1978 Accountability Report.

<u>Signature</u>	<u>Representing</u>	<u>Date</u>
<i>Jimmy Douglas</i>	<i>High School Districts</i>	<i>May 31, 1979</i>
<i>Harold R. Porter</i>	<i>Private Schools</i>	<i>May 31, 1979</i>
<i>W. H. Hopper for Ben H. Perkins</i>	<i>COTC</i>	<i>5/31/79</i>
<i>Clark W. Cleveland</i>	<i>MVA</i>	<i>5/31/79</i>
<i>James Golden</i>	<i>OPF</i>	<i>5-31-79</i>
<i>Barbara Johnson</i>	<i>MVA</i>	<i>5-31-79</i>
<i>James C. Taylor</i>	<i>MVA</i>	<i>5-31-79</i>
<i>Karen C. Ginton</i>	<i>MVA</i>	<i>5-31-79</i>
<i>Warren H. Ross</i>	<i>M.S.B.A.</i>	<i>5-31-79</i>
<i>William G. Ball</i>	<i>M.A.C.O.E.</i>	<i>5-31-79</i>
<i>Willard R. Weaver</i>	<i>MVA</i>	<i>May 31, 1979</i>
<i>Sally Zare</i>	<i>Homeless (Education)</i>	<i>June 27, 1979</i>
<i>George R. Bandy for William L. Bandy</i>	<i>Commissioner of Higher Education</i>	<i>June 29, 1979</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____

FISCAL YEAR 1980

VOCATIONAL EDUCATION STATE PLANNING COUNCIL

<u>Agency</u>	<u>Individual</u>
MT Private Schools Assn.	Howard Porter 2412 Ash Street Billings, MT 59101 248-5966 or 248-8850
Governor's Employment and Training Council	Bruce DeRosier Box 169, Capitol Station Helena, MT 59601 449-2787
School Administrators MT.	Larrae Rocheleau, Supt., Vice-Chairperson Box 128 Thompson Falls, MT 59873 827-3561 (Resigned, Jan. 1, 1980)
	Gene Dillman School Superintendent Box 400 Whitehall, MT 59759 287-3862
Legislative Member	JoEllen Estenson 1200 University Helena, MT. 59601 443-5118
Women's Advocacy	Sally Moore, Consultant Human Potential Development Office of Public Instruction Helena, MT. 59601 449-2087
Montana Council of Vocational- Technical Center Directors	Glenn Burgess, Director Billings Vocational-Technical Center 3803 Central Avenue Billings, MT 59101
Montana University System	Dr. James Erickson, President Northern Montana College Havre, MT 59501 265-7821
	Bill Lannan Director of Special Projects Montana University System 330 South Last Chance Gulch Helena, MT. 59601

Office of Public Instruction	Jim Golden, Consultant Special Vocational Needs Office of Public Instruction Helena, MT 59601 449-2087
Advisory Council	William A. Korizek, Member Montana Advisory Council for Vocational Education (MACVE) Box 4789 Helena, MT 59601 449-2013
Inter-Tribal Policy Board	Karen Fenton, Director Human Resources Development Program Confederated Salish & Kootenai Tribes Pablo, MT 59855 675-2700
MT School Boards Association	Warren Ross Chinook, MT 59523 357-2746
MT Vocational Association (4)	James Taylor Missoula Vo Tech Center 909 South Avenue West Missoula, MT 59801 721-1330
	Will Weaver, Chairperson Great Falls Public Schools Box 2428 Great Falls, MT 59403 791-2186
	Barbara Robertson Capital High School 100 Valley Drive Helena, MT 59601 442-8600
	Julie Myers Hardin High School Hardin, MT 59034 665-1908
Alternate:	Clark Cleveland Hinsdale High School Hinsdale, MT 59241 364-2314 or 364-2288

Certification of Equal Access

I hereby certify that I have had the opportunity to assist in the development and review of the attached FY 1980 Montana Plan for Vocational Education and Annual Accountability Report as required by P.L. 94-482, Section 109, (A)(3)(B) and that it meets the requirements for sex equity and assures equal access to vocational education opportunities as prescribed by Section 104(b)(1)(2); 107(b)(4)(A)(B).

BY

Sally Moore
Consultant, Human Potential Development Program

July 2, 1979
(Date)

CERTIFICATE OF ESTABLISHMENT
OF
STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE
STATE OF MONTANA

I hereby certify that the State has established on September 22, 1977, a State Occupational Information Coordinating Committee in accordance with the provisions of Section 161(b)(2), Vocational Education Act of 1963, as amended by P.L. 94-482.

The following persons have been selected to serve on the Montana State Occupational Information Coordinating Committee:

Fred Barrett, Administrator
Employment Security Division
Department of Labor and Industry

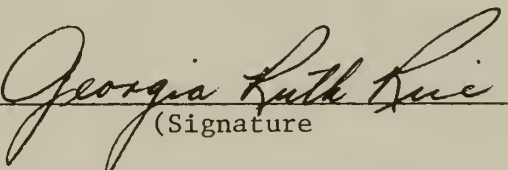
Bruce DeRosier, Executive Director
Governor's Employment and Training Council
Department of Labor and Industry

W. R. Donaldson, Administrator
Rehabilitative Services Division
Department of Social and Rehabilitation Services

Georgia Rice, Superintendent
Office of Public Instruction

July 2, 1979
(Date)

By:


(Signature)

GEORGIA RICE, Executive Officer

Certificate of Public Hearing and Public Notification

State of Montana

I hereby certify that:

Notification of public hearings was made through advance press releases to:

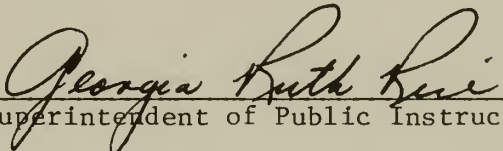
14 television stations,
43 radio stations,
13 daily newspapers, and
80 weekly newspapers in Montana.

Public hearings on the Fiscal Year 1980 State Plan for Vocational Education and the 1978 Annual Accountability Report were held as follows:

<u>Date</u>	<u>Time</u>	<u>Place</u>
June 21, 1979	7:00 p.m.	Billings, Montana
June 21, 1979	7:00 p.m.	Great Falls, Montana
June 21, 1979	7:00 p.m.	Helena, Montana
June 21, 1979	7:00 p.m.	Missoula, Montana

July 2, 1979

(Date)



Superintendent of Public Instruction

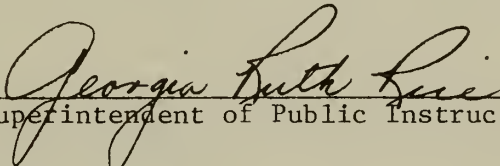
CERTIFICATION OF NOTIFICATION
OF NEED TO ESTABLISH
LOCAL ADVISORY COUNCILS

I, the Superintendent of Public Instruction, certify that eligible recipients have been notified that they must establish a Local Advisory Council for Vocational Education in accordance with Section 105(g) of P.L. 94-482.

And further certify that each eligible recipient receiving assistance under P.L. 94-482 has certified to the establishment of such councils.

July 2, 1979

Date


Superintendent of Public Instruction

GENERAL APPLICATION ASSURANCES

GENERAL APPLICATION

In accord with Section 434(b) of the General Education Provisions Act and Section 106(a) of Title I - Vocational Education of the Education Amendments of 1976 (P.L.94-482), the State of Montana does, with this general application, provide the following assurance:

1. That the State of Montana will provide proper and efficient administration for vocational education through the Office of the Superintendent of Public Instruction, which hereinafter shall be referred to as the sole agent.
2. That the sole agent will cooperate with the Montana Advisory Council for Vocational Education in carrying out its duties pursuant to Section 105 of P.L. 94-482 and the Montana Planning Council for Vocational Education.
3. That the sole agent will comply with any requests of the U.S. Commissioner of Education for making such reports as the Commissioner may reasonably require to carry out his functions as outlined in P.L. 94-482.
4. That funds will be distributed to eligible recipients in Montana on the basis of annual applications which:
 - A. Have been developed in consultation (i) with representatives of the educational and training resources available in the area to be served by the applicant and (ii) with the local advisory council required to be established by this Act to assist such recipients.
 - B. (i) Describe the vocational education needs of potential students in area or community served by the applicant, and indicate how, and to what extent, the program proposed in the application will meet such needs; and (ii) describe how the findings of any evaluations of programs operated by such applicant during previous years, including those required by P.L. 94-482, have been used to develop the program proposed in this application.

- C. Describe how the activities proposed in the application relate to manpower programs conducted in the area by the Governor's Employment and Training Council to assure a coordinated approach to meeting the vocational education and training needs of the area or community.
- D. Describe the relationship between vocational education programs proposed to be conducted with funds under Public Law 94-482 and other programs in the area or community which are supported by state or local funds;

And that any eligible recipient dissatisfied with final action with respect to any application for funds under Public Law 94-482 shall be given reasonable notice and opportunity for a hearing.

- 5. A. That the State of Montana shall, in considering the approval of local applications, give priority to applications which:
 - (i) Are located in economically depressed areas and areas with high rates of unemployment, (including the seven Indian reservations located within the state), and are unable to provide the resources necessary to meet the vocational education needs of those areas without federal assistance; and
 - (ii) Propose programs which are new to the area to be served and/or which are designed to meet new and emerging manpower needs and job opportunities in the field of energy and/or proposed programs at the postsecondary level in the field of coal mining and coal mining technology.
- B. That the State of Montana shall, in determining the amount of funds available to those applicants approved for funding, base such distribution on economic, social and demographic data, obtained from those groups involved (where possible) which relates to the particular need for vocational education among the various populations and within the various areas of the state except that:

(i) The State will use as the two most important factors in determining this distribution (1) in the case of local educational agencies, the relative financial ability of such agencies to provide the resources necessary to meet the need for vocational education in the areas they service and the relative number or concentration of low income families or individuals within such agencies and, (2) in the case of other eligible recipients, the relative financial ability of such recipients to provide the resources necessary to initiate or maintain vocational education programs to meet the needs of their students and the relative number or concentration of students whom they serve whose education imposes higher than average costs, such as handicapped students, students from low income families, students from rurally isolated reservation communities and students from families in which English is not the dominant language.

(ii) Programs considered for approval will be rated according to the following formula.

Categories:

(a) 33 1/3% on the concentration of low income families:

High	-	Ranking	-	Low	Weight	Applied by State
10	9	8	7	6	5	4 3 2 1 x 3.33 = possible points.

(b) 33 1/3% on high rates of unemployment.

High	-	Ranking	-	Low	Weight	Applied by State
10	9	8	7	6	5	4 3 2 1 x 3.33 = possible points

(c) 33 1/3% on unable to provide resources.

High	-	Ranking	-	Low	Weight	Applied by State
10	9	8	7	6	5	4 3 2 1 x 3.33 = possible points.

Total points _____
(Total of Categories)

This priority ranking will be utilized only if funds are not adequate to fund all programs within the state state allocation.

(iii) The State of Montana will not allocate such funds among recipients declared eligible under federal and state guidelines on the basis of per capita enrollment or through matching of local expenditures on a uniform basis or deny funds to any recipient which is making a reasonable tax effort or financial contribution, solely because such recipient is unable to pay the nonfederal share of the cost of new programs.

(iiii) Local applications will include total program budgets. State educational personnel will review budgets and approve certain additional costs* for reimbursement. A finalized expenditure report will be the basis for reimbursement.

*Additional Costs are defined as those costs which are over and above the normal operation of the program. Those costs are described as: Extended contract salary, Vocational Student Organization Adviser Stipend, Instructional supplies, Instructional minor equipment, Instructional travel expenses, Consultants' fees, Consultants' travel, Instructional equipment maintenance and repair, and Instructional major equipment.

NOTE: This only applies to consumer and homemaking courses.

C. The State of Montana shall use the following funding formula to determine the amount of funds that will be allocated to approved vocational education projects:

<u>Category</u>	<u>Formula Factors</u>	<u>Weight Applied by State</u>	<u>Points Applied</u>					<u>Total Points</u>	<u>Possible Points</u>
			<u>High</u>			<u>Low</u>			
I	Relative Financial Ability	10	5	4	3	2	1		50
II	Concentration of Low Income Families	10	5	4	3	2	1		50
TOTAL POINTS									100

(i) The Funding Formula will use the adjusted effort factor method of computation in determining the local educational agency's relative ability to pay. The adjusted effort factor will be determined by utilizing the following formula.

Relative Ability to Pay Factor:

$$\text{Ability to pay} = \frac{\text{School District taxable valuation per ANB}}{\text{State average taxable valuation per ANB}}$$

A factor of one (1) or more indicates an ability to pay equal to or greater than the average.

Unadjusted Effort to Pay Factor:

$$\text{Unadjusted effort} = \frac{\text{District revenue from local sources per ANB}}{\text{Average revenue from local sources per ANB}}$$

A factor of one (1) or more indicates an effort to pay equal to or greater than the average.

Unadjusted effort factor: This factor is the ratio of the "unadjusted effort to pay factor" to the "relative ability to pay factor" and indicates whether the district's effort to pay is greater or lesser compared to the average of all school districts in the state.

$$\text{Adjusted Effort Factor} = \frac{\text{Unadjusted effort to pay factor}}{\text{Relative ability to pay factor}}$$

A factor of one (1) or more indicates an adjusted effort to pay equal to or greater than the average.

- (a) The data used in the formula for the adjusted effort factor will be updated annually and will be taken from the Annual Report of County Superintendents submitted for each school district to the Office of Public Instruction.
- (b) The five area Vocational Centers and Community College will be considered to have the same relative ability to pay as the State average.
- (c) Units of the Montana University System and State Institutions will be considered on an individual project basis.

Adjusted Effort Factor Point Conversion

1.50 and above effort.....	5 points
1.11 - 1.49 effort.....	4 points
.90 - 1.10 effort.....	3 points
.50 - .89 effort.....	2 points
.01 - .49 effort.....	1 point

(ii) The Funding Formula will give due consideration to the relative number or concentration of low-income families or individuals within such agencies. The following scale will be used to determine the point value of this factor for each school district:

<u>Points</u>	<u>Percent of Families by County with Income below Poverty Level¹</u>
5	16.1 percent and above
4	13.0 - 16.0 percent
3	10.6 - 12.9 percent
2	8.0 - 10.5 percent
1	.1 - 7.9 percent

(iii) The total point value of categories I and II may then be computed by multiplying the point value of each category by a weight of ten. The total possible points for each category is fifty.

Each local vocational program will be rated according to the above categories, and those with a high point total will be given a higher priority for

¹This scaling is subject to change based on new data.

funding. Those local vocational programs having a low point total will receive a lower priority of funding. Assigned funding percentages will be determined according to the following scale:

	HIGH											LOW
Assigned point rating -	100	90	80	70	60	50	40	30	20	10	0	
Percentage of funding -	100	90	80	70	60	50	40	30	20	10	0	

EXAMPLE: A local program with an assigned point rating of 70 would receive 70 percent funding of approved excess costs according to the above weighted criteria system. A local application which has an assigned point rating will receive funding as applicable to the nearest percentage point. Thus, an application receiving an assigned point rating of 55 would receive 55 percent funding. Applications which receive assigned point ratings of less than five will receive no reimbursement. All percentage ratings for funding are applicable only to the degree that federal and state funds are available to Montana. All rates of support will be proportionately reduced for all programs by applying the formula percentage available, if funds are inadequate for support at the above rate.

This scaling is subject to change based on new data.

6. The Superintendent of Public Instruction will use federal funds made available under this Act to supplement and, to the extent practicable, increase the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the Act and in no case will supplant such state or local funds.
7. Montana will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for federal funds paid to the State (including funds under this Act paid to eligible recipients by the State.)

Each state-level vocational program area consultant will review secondary and postsecondary applications to determine that past funding levels have been maintained. Secondary and postsecondary funding efforts will be summated to determine the overall level of maintenance of effort for vocational education in Montana.

Program applications will be reviewed by state vocational program area consultants to determine that each meets approval criteria. Each approved project will submit a claim with itemized actual expenditures near the closing of each academic year. Each program's expenditures will be verified by state educational personnel. Verified actual expenditures will then be compared with expenditures as verified by state educational personnel. Verified actual expenditures will

then be compared with expenditures of previous years to determine that effort has been maintained on a per student or aggregate basis. As eligibility is determined, the formula factors will be computed and a point rating will be assigned. The formula will then be applied to all eligible vocational programs and programs will receive payment twice each calendar year.

8. The funds received under this Act will not be used for any program of Vocational Education (except personnel training programs under Section 135, renovation programs under Sub Part 4 of Part B, and Consumer and Homemaking programs under Sub Part 5 of this Act) which cannot be demonstrated to prepare students for employment, be necessary to prepare individuals for successful completion of such a program, or be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice regardless of sex. As an integral part of a program of orientation and preparation, and for purpose of this section, the term "significant assistance" shall be defined to mean: programs to assist students (including the disadvantaged and the handicapped) in identifying and developing individual aptitudes, interests, abilities, skills, experiences, aspirations, and any other considerations that relate to choosing an occupation.
9. Montana has instituted policies and procedures to insure that copies of the Five Year Plan for Vocational Education, Annual Program Plan, Accountability Report, and all statement of general policies, rules, regulations, and procedures issued by the Superintendent of Public Instruction and by any state agencies to which any responsibility is delegated by the Superintendent concerning the administration of such plan will be made reasonably available to the public.
10. The funds used for purposes of Section 110(a) are consistent with the State Plan submitted pursuant to Section 613(a) of the Education of the Handicapped Act.
11. The Superintendent of Public Instruction assures that she will cooperate with the Administrator of the National Center for Education Statistics, HEW, in supplying and complying on its report with the information elements and definition requirements as specified in Section 161(a) of the Act.
12. The Superintendent of Public Instruction assures that students served by Indian Tribal organizations receiving funds under the Commissioner's discretionary programs, under the authority of the Act, shall be eligible to participate in vocational education programs administered by the Superintendent of Public Instruction.

13. Where appropriate, The Superintendent will give special consideration to outlying districts removed from major population centers to assure the equality of educational opportunity exists through quality vocational education programs for persons living in remote and sparsely populated areas.
14. The Superintendent assures that state and local funds applied to matching and maintenance of effort requirements will meet the same conditions and requirements as federal funds, and that inkind contributions shall not be used as part of the state's matching and maintenance of effort requirements.

15. Secondary-Vocational Education Applicaton and Funding Precedures
FY 1980-81

A. Authorization: House Bill 537 - 46th Montana Legislature

TITLE: AN ACT TO PROVIDE ADDITIONAL FUNDING FOR SECONDARY
VOCATIONAL AND INDUSTRIAL ARTS PROGRAMS

Section 1 - Appropriation There is appropriated \$1,500,000 to the Office of Public Instruction for the purpose of providing additional funding for secondary vocational education. The appropriation shall be allocated under rules promulgated by the office which shall require each recipient school district to certify that expenditures for secondary vocational programs in that district will increase by the amount granted from this appropriation.

Section 2 - Accounting A school district receiving funds from this appropriation shall account for all secondary vocational and industrial arts programs in a subfund of the general fund of the school district.

B. The following policies and procedures have been promulgated by the Superintendent of Public Instruction in compliance to the above stated statute and shall be the governing rules for distribution of appropriated monies.

- (1) Eligibility Requirements: Schools desiring to participate in the state's funded secondary Vocational Education/ Industrial Arts programs must have operated a program for at least one year. Due to the specific appropriation of 1.5 million, it will be necessary to prioritize programs so the appropriation level is not exceeded. Funds will be allocated up to the appropriated amount based on the following priorities: (1) schools which operated approved vocational education programs in school years 1976-77, 1977-78, or 1987-79; (2) schools which operated programs in school year 1978-79 without prior participation in state/federal vocational funding but which can provide budget information for the year and ; (3) for FY 81, schools which will operate new programs in the 1979-80 school year.

To apply, schools must submit to the Superintendent of Public Instruction a:

- (a) Local Plan for Vocational Education (Form VZ0379)*
The local plan is a summary of all vocational programs planned for operation fiscal years 1978-82. (Schools having submitted Local Plans in FY 1978 or FY 1979 need not resubmit.)
- (b) Proposal for Vocational Education Program (Form VZ20279)*
A separate proposal must be submitted for each six-digit Office of Education Code (O.E. Code) occupational program for which funding is being requested. Detailed information on specific occupational codes and program requirements are contained in the Guidelines for Vocational Education in Montana.
- (c) Addendum for Cooperative Vocational Education Programs Form F1707)*
A separate addendum must be included and attached to the Proposal for Vocational Education (VZ20279) for each program utilizing the cooperative method of instruction.
- (d) Certified Expenditure Report (Form VZ20579)*
Any local school district desiring to participate in the state's funded vocational program must additionally certify that expenditures made by the school to support additional cost items in vocational programs will be maintained at the previous year's level and that supplemental funds provided by this grant will actually increase expenditures by the amount of the grant. A certified Expenditure Report (Form VZ0579)* must be submitted to the Superintendent of Public Instruction by July 15.

C. Allocation of Funds to L.E.A.

1. The following procedures will be proposed by the Superintendent of Public Instruction in accordance with the Administrative Procedures Act and shall upon approval govern the allocation and distribution of vocational education funds. Only programs meeting the eligibility requirement of II (A) and whose programs are approved by the Superintendent of Public Instruction shall receive a supplemental vocational education allocation.
2. All approved programs of vocational and industrial arts education shall be placed into one of five categories according to the cost of the program. Each category will carry the following weight:

* Copies of the state forms included in this section can be found in the appendix.

<u>CATEGORY</u>	<u>WEIGHT</u>
I	.25
II	.20
III	.15
IV	.10
V	.05

NOTE: The assignment of programs to categories is subject to annual review adjustment. A listing of programs and the assigned categories will be distributed annually to schools along with program applications (VZ0279).

CATEGORY I Programs

1. Agri. Mechanics
Agri. Mechanics Co-op
2. Production Agri.
Production Agri. Co-op
3. Welding
Welding Co-op

CATEGORY II Programs

1. Secretarial Office Practice
Secretarial Office Practice Co-op
2. Simulated/Model Office
Simulated/Model Office Co-op
3. Clerical Office Prac.
Clerical Office Prac. Co-op
4. Auto Mechanics
Auto Mechanics Co-op
5. Metalworking
6. Agri Forestry

CATEGORY III Programs

1. Drafting
2. Carpentry
*Carpentry Co-op
3. Home Ec. Related Occ. (HERO)
*HERO Co-op
4. Small Engine Repair
5. Agri. Supplies & Service
6. Consumer Homemaking
7. Auto Body
8. Graphic Arts
9. Food Mgm't/Serv.
Food Mgm't/Serv. Co-op
10. Broadcasting
11. Electronics
12. Industrial Arts (50%)**

*Carpentry and HERO programs will move to funding level II when conducted as co-op programs.

**Approved industrial arts programs will be funded at 50 percent of the weighted factor in category III.

CATEGORY IV. Programs

1. Appliance Repair
2. Distrib. Educ. Co-op
3. Clothing Mgmt

CATEGORY V. Programs

1. Child Care
*Child Care Co-op
2. Health Occupations
3. Additional Average Number Belonging: To determine the additional average number belonging that may be used for budgeting purposes for the ensuing year, the following formula shall be used for computational purposes:

Aggregate Days		<u>No. Vo-Ed Periods</u>		Vo-Ed		Local		State
<u>Belonging**</u>	X	<u>No. Periods in</u>	X	Weight	X	ANB	=	Vo-Ed
180		School Day		Factor		Value		Funds

For the formula cited above the following definitions are applicable:

- a. Aggregate Days Belonging - The sum of the aggregate days present and aggregate days absent for all students in the approved six digit O.E. Code program.
- b. Number of Vo-Ed Periods - The actual number of class periods the program is offered during each class day.
- c. Number of Periods in the School Day - The total number of class periods in the instructional day.
- d. Local ANB Value - The dollar value of one student in the school as determined by the state foundation aid program.
- e. Weighted Factor - The numerical weight associated with the program cost categories noted in b (2).

EXAMPLE: School A has 15 students in its approved welding class (Category I - Weight .25). The class meets for two periods in a six period instructional day and the local ANB value of a student is \$1,000.

*Child Care Co-op programs will move to funding level IV when conducted as co-op programs.

**of those students attending the vocational program.

<u>Program</u>	<u>Students</u>	<u>Periods</u>	<u>Weight</u>	<u>ANB Value</u>	=	<u>State Funds</u>
Welding	2700*/180	X 2/6	.25	X 1000		\$1,250

C. Industrial Arts Programs

Schools desiring to apply for funding for Industrial Arts programs must satisfy the same general requirements as for vocational education programs. The application for industrial arts programs should be made on Form VZ0279, Proposal for Vocational Education Programs. Design of the program should be based upon requirements outlined in the publication, Guidelines for Vocational Education in Montana, page 41. Approved Industrial Arts programs will be funded at one-half the weighted factor of Category III (.075).

III. Expenditure and Accounting of Vocational Funds

A. Deposit and Expenditure of Vocational Funds

1. Any school receiving state vocational education funds shall deposit and account for those funds in subfund 02 of the district's general fund account.
2. Expenditures for additional cost items shall be reported by the approved six digit O.E. Code program.

B. Additional Cost Items: The Superintendent of Public Instruction has assured the Montana Legislature that funds made available shall be used to pay the additional cost of vocational education and approved Industrial Arts programs. To comply with this assurance, the superintendent has designated additional cost items and specifically authorized the expenditure of vocational funds for the following purposes:

1. Instructional supplies utilized by the program.
2. Instructional minor equipment purchased for the program.
3. Instructional related travel expense.
4. Instructional equipment maintenance and repair.
5. Instructional major equipment.
6. Extended teacher contracts to support supervision of students in vocational related activities such as cooperative work experience and programs that extend beyond the school year.

*Refer to (a) on page 24.

7. Student organization stipends for the purpose of providing supervision of vocational student groups (VICA, FFA, FHA, OHA, DECA, HERO.)
 8. Non Allowable Cost Items: Funds designated for vocational education may not be expended on cost items that are currently being funded through the state's foundation aid program. Included in this category are regular salaries for administration and instruction, rent or purchase of classroom facilities, "general" classroom furniture and supplies and items of fixed equipment which became part of the instructional facility.
- c. Reporting; Schools participating in this program shall annually report expenditures for each approved and funded program in the format and time specified by the Superintendent of Public Instruction.

Public Information

Dissemination of Information

A minimum of three hundred fifty (350) copies of the Montana Fiscal Year 1980 Annual Plan for Vocational Education and an equal number of statements of general policies, rules, regulations, and procedures issued by the Superintendent of Public Instruction concerning the administration of the Annual Plan will be distributed to interested agencies, organizations and individuals, such as:

Montana Advisory Council for Vocational Education;
 Local educational agencies;
 Postsecondary vocational-technical centers;
 Community colleges;
 Four-year colleges and universities;
 Staff of the Office of Public Instruction;
 Montana Employment Security Division
 Department of Community Affairs;
 Department of Social and Rehabilitation Services;
 Governor's Employment and Training Council;
 Commissioner of Higher Education;
 Department of Institutions; and
 Indian representatives;
 Montana Vocational Association.

To insure public understanding of the Annual Plan for Vocational Education, regional public hearings were held to inform participants about the plan, amendments to the plan, changes in policies and procedures, and to discuss implications of the Act for implementing and conducting Vocational Education programs. All vocational education personnel in the Office of Public Instruction are well-versed in the State Plan and are available to help any individuals with questions concerning the plan.

Opportunity for Hearings on Local Applications

The following procedures are established whereby any local educational agency dissatisfied with final action upon an application for federal funds for vocational education will be given notice of, and the opportunity for, a hearing upon such action.

- A. The Superintendent of Public Instruction shall promptly notify, in writing, any local educational agency which has submitted an application for federal funds for vocational education of the action taken upon the application. If the action is unfavorable, the Superintendent of Public Instruction shall also inform the local educational agency of the reasons for such action and of procedures for reconsideration.
- B. Within twenty days of the receipt of notification by the Superintendent of Public Instruction, a local educational agency which is dissatisfied with the final action upon its application may request a hearing for reconsideration of the action. The request shall be sent to the Superintendent of Public Instruction. The request shall contain:
 1. A brief statement of the reasons, which may include the facts and law, for which the local educational agency believes the action should be altered;
 2. A list of documents which the local educational agency intends to produce at the hearing; and
 3. A list of the names and addresses of witnesses which the local educational agency intends to examine at the hearing.

Except upon a showing of good cause for the omission, witnesses or documents which are not listed shall not be allowed to testify or be introduced at the hearing.

- C. The Superintendent of Public Instruction shall acknowledge, in writing, receipt of the request for hearing within ten (10) days. The Superintendent of Public Instruction shall arrange to hold a hearing within thirty (30) days and shall notify the local education agency of the date, time and place in writing.

If the time and date of the hearing would impose an unusual hardship upon the local educational agency, the agency may petition that the hearing be held at a time and date other than stated. Upon receipt of the petition, the Superintendent of Public Instruction shall arrange a new time and date and notify the local education agency in a timely manner. Only one such extension of time shall be granted.

- D. No later than ten (10) days before the date of the meeting, the local educational agency shall submit a statement in support of the reasons in (B)(1).
- E. The Superintendent of Public Instruction shall reconsider action at the time, date and place contained in the notice. The Superintendent shall:
 - 1. Regulate the course of the hearing;
 - 2. Receive evidence for and against the final action; and
 - 3. Make rulings upon any motions relevant to the final action.
- F. At the hearing, the local educational agency shall bear the burden for supporting its application. Subject to the power of the Superintendent of Public Instruction to regulate the conduct of the hearing, the order in which the matter will be presented is as follows:
 - 1. Statement by the local education agency describing its application, the final action of the Superintendent of Public Instruction, the reasons for the action, and the reasons for which the local educational agency seeks reconsideration, followed by testimony and evidence, if any, in support of the reasons for reconsideration.
 - 2. Statement, testimony and evidence, if any, in support of the final action of the Superintendent of Public Instruction; and
 - 3. If a statement, testimony or evidence is offered in support of the final action, rebuttal by the local educational agency will be permitted.

Although local educational agencies should make the fullest presentation to the Superintendent of Public Instruction, strict adherence to trial-type procedures is not required, and an agency may make an informal presentation to the Superintendent. It is suggested the presentations be relevant, clear and brief, and that the presentation of irrelevant or redundant materials be avoided.

- G. Any person or party appearing at the hearing may be accompanied, advised and represented by counsel of his choice. Counsel may be an attorney-at-law. This does not obligate the Superintendent of Public Instruction to provide counsel or bear the expense of counsel for a person or party.

- H. After the hearing, the Superintendent of Public Instruction shall consider the application and decide the matter based on the testimony exhibits, and other materials filed with the Superintendent. The decision shall be in writing and shall include reasons or findings of fact and conclusions of law. Not later than ten (10) days following the decision, the Superintendent of Public Instruction shall send the decision to the local educational agency.
- I. The record of the hearing shall consist of a transcript of the testimony, the exhibits and all other papers filed in the proceedings. Copies of the record will be provided upon request of a party and upon the payment of the cost of reproducing the record.
- J. If any local educational agency is dissatisfied with the final action of the Superintendent of Public Instruction with respect to its application for grant of vocational education, the local educational agency may, within sixty (60) days of the decision or notification of the final action, whichever is later, file with the United States Court of Appeals for the Ninth Circuit a petition for review of the final action.

Vocational Education Under Contract

Any local educational agency which is operating under an approved local vocational education plan and which receives support under P.L. 94-482, may contract with any private postsecondary institution to carry out specific student training objectives. Before the local educational agency may enter into such contracts they must demonstrate that:

- A. The private postsecondary institution can provide:
 - 1. Substantially equivalent training at a lesser cost; or
 - 2. Training not available to students enrolled in the local public education agencies.
- B. The proposed contract is in accord with state and local law;
- C. The contract institution will meet the same standards as are required for the local education agency.

Any other agency, tribe or institution may submit a local plan for vocational education which may include a request for vocational education support under P.L. 94-482. All requirements for submission of a local plan as expressed in this State Plan must be met. However, in addition, the other agency, tribe or institution must demonstrate that:

- A. The institution can provide substantially equivalent training at a lesser cost, or that training is available in other public institutions within a reasonable geographic distance;

- B. The contracted institutions will be conducted as part of state vocational education programs, meet the same standards and constitute prudent use of funds; and
- C. Contract will be reviewed annually by the Office of Public Instruction.

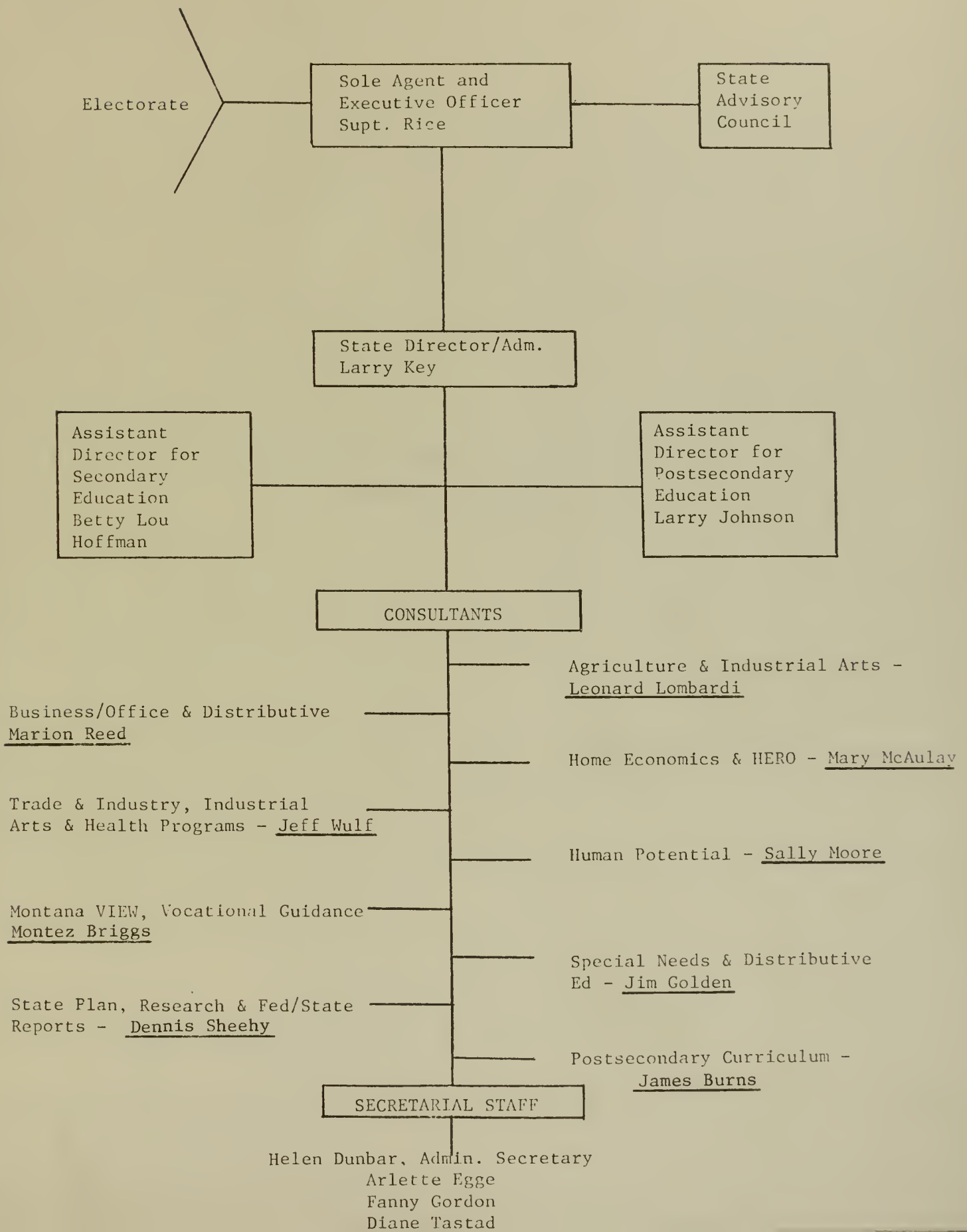
Policies and Administrative Procedures for Vocational Education

Due to legislative action on the governance of vocational education in Montana (House Bill 634), it will be necessary to rewrite State Policies and Administrative Procedures for Vocational Education. After completion of this task, it will further be necessary to have public hearings on said policies and procedures before adoption by the sole agent for vocational education (Superintendent of Public Instruction). Once the above task has been accomplished each individual and/or agency receiving copies of the Montana State Plan for Vocational Education will be forwarded a copy of the approved policies and procedures manual to be included in Montana's Fiscal Year 1980 State Plan for Vocational Education.

ORGANIZATIONAL CHART

9/18/79

DEPARTMENT OF VOCATIONAL AND OCCUPATIONAL EDUCATION



INTRODUCTION TO ANNUAL PLAN FOR VOCATIONAL
EDUCATION IN MONTANA

INTRODUCTION TO FISCAL YEAR 1980 ANNUAL PLAN FOR VOCATIONAL EDUCATION IN MONTANA

The following annual plan should be viewed as a guide to the development and maintenance of vocational education opportunities in Montana. It is the product of many individuals representing a broad spectrum of vocational experiences and has been developed to be utilized as a tool by educators in meeting the vocational education needs of Montana.

PHILOSOPHY

The sole state agent is concerned with the development of the total person preparing for a multiplicity of roles in our contemporary society.

The sole state agent believes that the dignity of work should be emphasized in all aspects of vocational education and is concerned with providing education and training opportunities compatible with employment needs to individuals entering the employment community. Vocational education is also dedicated to serving students who wish to explore and to learn new skills for useful and gainful employment and persons who seek to upgrade their occupational competencies.

A goal of the sole state agent is to establish a system of vocational education which contributes to a relevant, coordinated, statewide program of basic quality education to meet the vocational needs of the people of Montana. The sole state agent recognizes and will seek to cooperate with other institutions which serve the vocational needs of our citizens. Further, the sole state agent will strive for participation of all Montana citizens in planning, implementing, monitoring, and evaluating the system.

STATE GOVERNANCE AND ADMINISTRATION

The organization chart which precedes this section outlines state governance and administration of vocational education in Montana. The Superintendent of Public Instruction is the governing agent and Executive Officer of Vocational Education as required by Section 75-7703 of the 1971 School Laws of Montana and Section (1), House Bill 634, (46th Montana Legislature) and the State Director is the State Administrator of Vocational Education in Montana as required by Section (2), House Bill 634 (46th Montana Legislature), and is appointed by the Superintendent of Public Instruction.

SUPERINTENDENT OF PUBLIC INSTRUCTION (Executive Officer)

Section (1) Section 20-7-301, MCA, is amended to read:

"Duties of the Superintendent of Public Instruction.

The Superintendent of Public Instruction shall be the governing agent and executive office of the State of Montana for vocational education. The Superintendent of

Public Instruction shall adopt and administer policies to effect the orderly development of a system of vocational education that is adaptable to changing needs, controlled to prevent unnecessary duplication, coordinated with federal guidelines and requirements for vocational education, and funded to ensure growth and quality programming. In order to accomplish the orderly development of a system of vocational education, the Superintendent of Public Instruction policies shall include:

- (1) a state plan for such development;
- (2) standards for vocational education courses and programs;
- (3) the minimum requirements for granting postsecondary vocational-technical certificates to students;
- (4) a review process for the establishment and deletion of programs;
- (5) the necessary qualifications that a postsecondary vocational-technical center director must possess;
- (6) instructor qualifications for vocational education courses and programs;
- (7) criteria for approval of vocational education courses and programs which are to receive financial assistance;
- (8) criteria for receiving, reviewing, and transmitting recommendations on postsecondary vocational-technical center operations and budget requests to the legislature;
- (9) a basis for apportionment of all moneys appropriated by the legislature for vocational education in accordance with the intent of the legislature as reflected in the terms of the appropriation;
- (10) a basis for apportionment of all moneys received by the State of Montana for vocational education from the federal government in accordance with the acts of congress;
- (11) a system of evaluation of vocational education which allows for consideration of the current and projected manpower needs and job opportunities;

- (12) the tuition and fees to be charged to the postsecondary vocational-technical centers, based upon legislative appropriations available to the Superintendent of Public Instruction for postsecondary vocational-technical centers;
- (13) the allowable costs for rental of buildings for postsecondary vocational-technical center purposes;
- (14) guidelines for the authority delegated by the Superintendent of Public Instruction to the local school district board of trustees operating a postsecondary vocational-technical center; and
- (15) any other policy not inconsistent with public law and which is necessary for the proper operation of a system of vocational education."

STATE DIRECTOR (Administrator)

Section (2) House Bill 634, 46th Legislative Session:

Duties of the State Director (Administrator) of Vocational Education.

There is a State Director of Vocational Education appointed by the Superintendent of Public Instruction. He must:

- (a) administer the vocational education policies adopted by the Superintendent of Public Instruction.
- (b) prepare curriculum guides for Superintendent of Public Instruction's adoption;
- (c) employ, with the confirmation of the Superintendent of Public Instruction, the professional staff necessary for the state supervision and administration of vocational education;
- (d) report the status of vocational education in the state of Montana when requested by the Superintendent of Public Instruction.
- (e) keep all vocational education records in the director's office;
- (f) provide vocational education supervision and consultative assistance to districts;
- (g) provide a postsecondary vocational-technical center system policy and procedure handbook for institutional operations that will standardize operations among the centers;
- (h) identify and direct the county treasurer in those counties where postsecondary vocational-technical centers are located to establish the necessary multi-fund structures for postsecondary vocational-technical center's financial operations;

- (i) meet with the chairmen of the board of trustees, district superintendents, and center directors each year to discuss recommended changes in the Superintendent of Public Instruction's policies and procedures;
- (j) formulate and put into effect uniform fiscal, student, staff, and program accounting systems for the postsecondary vocational-technical centers;
- (k) prepare any necessary reports for the Superintendent of Public Instruction or the legislature;
- (l) represent the postsecondary vocational-technical center system to state agencies, associations, and others when appropriate;
- (m) recommend a staffing pattern for the postsecondary vocational-technical centers;
- (n) provide for the evaluation of programs and services within each postsecondary vocational-technical center;
- (o) provide for evaluation of each postsecondary vocational-technical center's ability to meet employment and student vocational-technical education needs, and;
- (p) perform any other duty assigned by the Superintendent of Public Instruction (Section 20-7-301, MCA).

POSTSECONDARY VOCATIONAL TECHNICAL CENTERS

"Postsecondary vocational-technical centers shall be designated by the Superintendent of Public Instruction only upon direction of the legislature." The following schools are currently the only legislative-designated postsecondary vocational technical centers in Montana.

- 1. Billings Vocational-Technical Center
Billings, Montana
- 2. Butte Vocational-Technical Center
Butte, Montana
- 3. Great Falls Vocational-Technical Center
Great Falls, Montana
- 4. Helena Vocational-Technical Center
Helena, Montana
- 5. Missoula Vocational-Technical Center
Missoula, Montana

The postsecondary vocational-technical centers primarily attempt to prepare students for entry-level employment, to upgrade the skills of employed workers, and to provide students with postsecondary training below the baccalaureate level.

APPRENTICESHIP PROGRAMS

Section 104.515 does not apply. Apprenticeship programs are not funded through the Superintendent of Public Instruction but are funded through the local joint apprenticeship councils with total local funding support. Tables IV through X "Adult" represent local Adults Education programs without state or federal funding.

FUNDING FOR HANDICAPPED, DISADVANTAGED AND SECONDARY PROGRAMS OF VOCATIONAL EDUCATION

Federal Funds designated by Public Law 94-482 for programs to meet the needs of disadvantaged and handicapped students will be distributed by individual program on the basis of need. Other special categories of funding, such as Section 130 - Supportive Services - and Section 140. Special Disadvantaged - will also be available by application for programs at all educational levels.

In order to comply with the maintenance of effort at secondary level requirement in Section 107(b)(3)(A) of Public Law 94-482, remaining Section 120 funds and all Section 150 funds will be assigned to vocational education programs established through a secondary local educational agency in fiscal year 1980.

The process for distributing these funds is fully described on pages 13 through 30 of the General Application.

MANAGEMENT INFORMATION AND MANPOWER SYSTEM

During fiscal year 1979, emphasis was placed on developing fiscal management systems to insure timely and accurate information. Additionally, standardization at the state's five postsecondary vocational-technical centers received major emphasis.

Major efforts will be directed toward organizing a comprehensive program data basis in fiscal year 1980. It is anticipated this will be accomplished through revision of the local application to simplify requirements and provide compatibility with present data processing capabilities.

STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

The Montana SOICC is a four-agency agreement entered into by Superintendent of Public Instruction, Employment Security Division, Governor's Employment and Training Council, and Department of Social Rehabilitation Services. This agreement was approved and money allocated by NOICC in Washington, D.C.

OTHER VOCATIONAL EDUCATION PROGRAMS

Other vocational education programs are held in units of the university system, community colleges, and through established divisions of the Department of Institutions. The Superintendent of Public Instruction assures that state and federal vocational education funds are utilized for instructional programs only in the above institutions.

EVALUATION

Evaluation of vocational education programs in Montana will be accomplished through three methods:

1. Annual program self-evaluations;
2. Formal outside team evaluation of each vocational education program at least once during the five-year planning period; and
3. Periodic Office of Public Instruction vocational education consultant review of programs.

In the self-evaluation, program instructors will utilize a standardized self-evaluation instrument to complete their annual program evaluation. A self-evaluation instrument will be sent to each approved program in March 1980. Program instructors and administrators will be encouraged to utilize members in their advisory councils in their self-evaluations. A copy of the self-evaluation form is included in the appendix, page 138. One copy of the self-evaluation will be returned to the Office of Public Instruction for review by the vocational education program area consultants. These instruments will be maintained in the Office of Public Instruction record system.

During FY 1980 each vocational education program consultant will conduct program reviews on a selected number of programs in each vocational program area. Recommendations and noted areas of weaknesses submitted in individual program self-evaluations will receive emphasis during consultant evaluation.

A formal team evaluation will be conducted in twenty percent of the approved programs in FY 1980. Some of the program evaluations will be conducted in coordination with the Northwest Accreditation Association. In each vocational evaluation, team members will consist of a representation from the following: Office of Public Instruction vocational education consultant, vocational education teacher educator, vocational education teacher from a similar program, local advisory committee member. In addition, monitoring will occur by members from the State Advisory Council for Vocational Education and Legislative members. When members of the State Advisory Council participate in a team evaluation they will also work with local Advisory Committee members to assist them in their role.

The evaluation instrument will include evaluative criteria in each of the following areas: administration and supervision, advisory committee, personnel, curriculum and instruction, program development and planning, instructional materials and supplies, equipment and space, program evaluation, student evaluation, public relations, youth organizations, cooperative work experience, placement and follow-up, elimination of sex role stereotyping.

During FY 1980 the State Advisory Council and the vocational staff in the Office of Public Instruction will work cooperatively in planning and coordinating and monitoring all evaluations. Final team evaluation reports will be shared with the State Advisory Council.

ALLOCATION OF FUNDS BY PURPOSE

The allocation of state and federal funds by purpose represented in this Annual Plan substantially complies with the allocations represented for fiscal year 1980 in Montana's Five Year Plan for Vocational Education. Slight variations (less than \$2,000) are apparent between the Annual Plan and the Five Year Plan in the allocation of federal funds. This variation is the result of new allocation calculations provided by the U.S. Office of Education for fiscal year 1980.

Montana's Forty-Sixth Legislature appropriated all state and federal vocational education funds for fiscal years 1980 and 1981. This fiscal year 1980 appropriations, as reflected in Montana's Five Year Plan, have remained substantially as reported.

FISCAL YEAR 1980

ALLOCATION OF FEDERAL FUNDS BY PURPOSE

	Subpart 2 Instructional Programs	Subpart 3 Support Services	Total
Disadvantaged	\$ 375,268	\$ 93,817	\$ 469,085
(LESA per formula)	*(4,690)	-0-	(4,690)
Handicapped	187,634	46,909	234,543
Postsecondary Centers	1,094,750	** (18,578)	1,094,750
Sex Bias Requirement	50,000	-0-	50,000
State Administration	163,578	40,895	204,473
Displaced Homemakers	20,092	-0-	20,092
Guidance Services	-0-	**93,817	93,817
Subpart 3	-0-	178,666	178,666
Research Exemplary Curriculum Teacher Training	_____	_____	_____
Subtotal	\$ 1,891,322	\$ 454,104	\$ 2,345,426
Subpart 4 Special Programs for the Disadvantaged			79,785
Subpart 5 Consumer Homemaking			173,522
One-third to depressed areas (\$57,840)			_____
Grant Award Total			\$ 2,598,733
102(d) Planning and Evaluation Grant			19,946
GRAND TOTAL			<u>\$ 2,618,679</u>

*\$4,690 is required as a set aside for LESA projects as part of Subpart 2 Disadvantaged.

**\$18,578 will be allocated to the Postsecondary Centers as part of the guidance Subpart 3 budget.

SOURCES OF SUPPORT FOR FY 1980

	<u>FEDERAL</u>	<u>STATE</u>	<u>LOCAL</u>	<u>TOTAL</u>
1980 Projected Vocational Education Appropriation (Secondary and Centers			8,837,116	
Billings Center		562,388		
Butte Center		507,598		
Great Falls Center		538,993		
Helena Center		964,835		
Missoula Center		1,020,082		
Total Federal Allocation	2,592,261			
Secondary Allocation	<u> </u>	<u>714,000</u>	<u> </u>	<u> </u>
	2,592,261	4,307,896	8,837,116	15,737,273

DEMOGRAPHIC DATA

INTRODUCTION TO DEMOGRAPHIC DATA

Population by County¹

The population of Montana has remained relatively stable in recent years with only a minimal pattern of population growth. Analysis of Figure 10 indicates that the statewide population will increase at only 1½ to 2 percent each year during the next five (5) years. As in other areas of the nation, the trend is to an increased population at the expense of the rural areas. Currently, 33 percent of the state population is located in three (3) counties, and 54 percent of the state population is located in the seven (7) most populous counties. It is assumed the trend is to an increase in the urban population primarily as the result of in-migration of the younger segments of our rural population to the urban areas seeking jobs.

Percentage of General Unemployment by County²

The unemployment rate for Montana averaged 6.2 percent during the previous fiscal year. Generally, the eastern, central and northern agricultural counties remained below the state average in unemployment. Counties experiencing unemployment rates above the state average tended to be in the western and southern counties which are dependent on the lumbering and mining industries. Definitive data on youth unemployment is unavailable at this time, and for state plan purposes it is assumed that youth unemployment is equal to or greater than the rate of general unemployment within each county.

Eligible Labor Surplus Areas³

Areas designated as Labor Surplus within the state tend to follow the same pattern as the counties above the state average in unemployment. The continuing depressed market in the lumbering and metals industries in the western and southern counties is not expected to change drastically for several years. A further contributing factor in many of the designated counties is the presence of large Indian reservations with little opportunity for employment of tribal members. There appear to be discrepancies between areas of high general unemployment and areas designated as economically depressed. It should, therefore, be noted that areas of general unemployment are based solely on unemployment rates. Areas designated as Labor Surplus include unemployment as one factor, but include other additional economic factors in arriving at this designation.

¹ Statistical summaries provided in the narrative are from Figure 10 unless otherwise indicated.

² Statistical summaries provided in the narrative are from Figure 11 unless otherwise indicated.

³ Statistical summaries provided in the narrative are from Figure 12 unless otherwise indicated.

Dropout Rates⁴

The dropout rate in Montana varies from a low 0.0 percent in Golden Valley County to a high of 12.2 percent in Glacier County with a statewide average dropout rate of 4.9 percent. There appears to be no discernible pattern of dropout rates on any statewide basis although counties with Indian reservation lands tend to be higher than the state average, particularly Big Horn, Roosevelt and Glacier Counties; Hill, Blaine, and Flathead Counties are marginally above the state average.

Potential Future Manpower Needs

An increase in the coal mining industry has the potential of altering some vocational education programs in Montana. Montana does, at this time, have the means to satisfy the demands of this industry for trained personnel in welding, truck driving, heavy equipment operation and other allied occupations.

The Department of Labor and Industry has assessed the situation as follows:

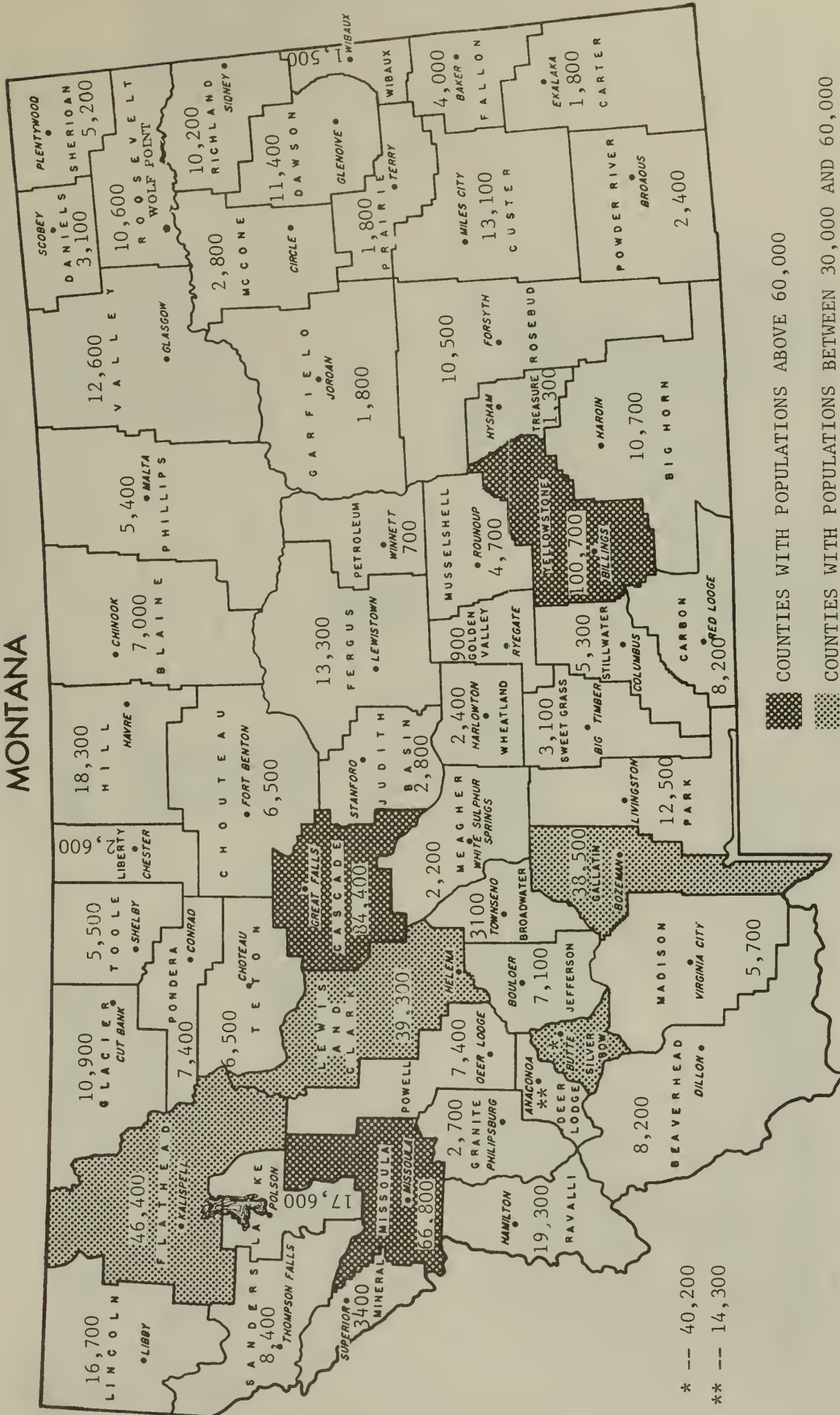
"Because of dwindling reserves in oil and gas products, coal is once again emerging as the potential supplier of our energy needs. In Montana, employment in this industry has grown from about 200 in 1972 to over 750 workers in 1976, a 275% increase in the four year period. At this time, the coal industry is expected to post a yearly employment average of 1100 to 1200 workers by 1985."⁵

Vocational and technical education possibilities in the energy area will be monitored very closely for the next fiscal year and for several years to come.

⁴Statistical summaries provided in the narration are from Figure 13 unless otherwise indicated.

⁵The Mining Industry in Montana Research and Analysis Section, Employment Security Division, Department of Labor and Industry. April 1977, pp. 20-21.

MONTANA



No. 1052 — County Outline Map
STATE PUBLISHING COMPANY

Helena

U.S. Bureau of the Census, Current Population Reports. Series P-26, No. 77-26, Issued Nov. 1978.

MONTANA



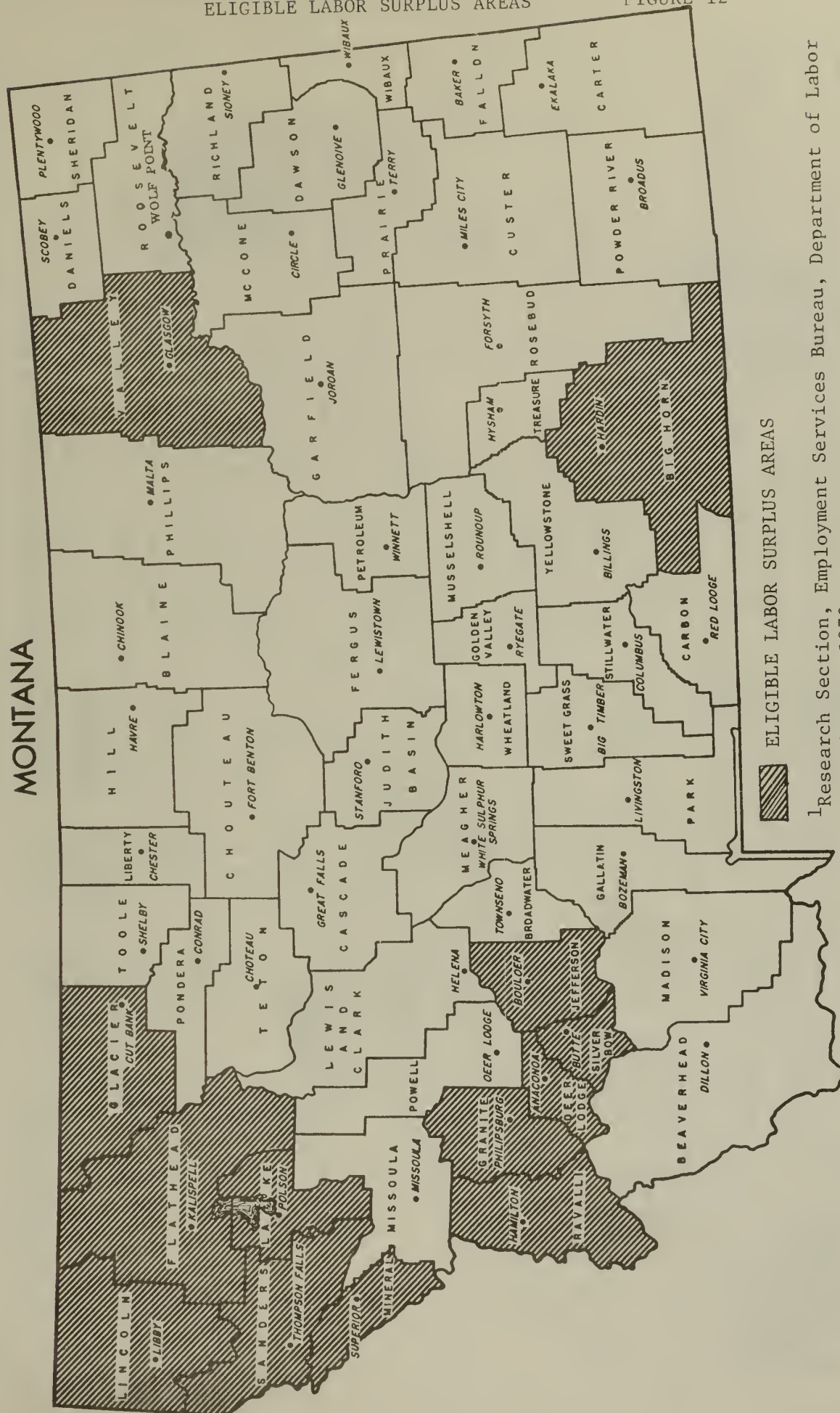
¹Montana Employment and Labor Force, State of Montana, Employment Security Division, Department of Labor & Industry, April 1979.

¹Montana Employment and Labor Force, State of Montana, Employment Security Division, Department of Labor & Industry, April 1979.

ELIGIBLE LABOR SURPLUS AREAS¹

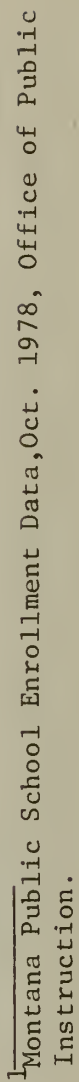
FIGURE 12

MONTANA



ELIGIBLE LABOR SURPLUS AREAS

¹Research Section, Employment Services Bureau, Department of Labor and Industry, 1979.



STATISTICAL POPULATION TO BE SERVED¹

The estimated total general population of Montana in 1977 is approximately 760,000, with an estimated growth rate of approximately 1½ to 2 percent each year through 1982. Characteristics of the population include a male population of slightly under 50 percent and a female population of slightly over 50 percent. Negro, Spanish American, Indian and Oriental persons comprise 5.5 percent of the total population with the remaining 94.5 percent Caucasian. The urban population currently totals 53 percent and is projected to increase to over 55 percent of the population by 1982.

The population aged 16-25 in Montana numbers slightly above 12 percent of the total population of the state, with the age group 16-21 representing a disproportionately high percentage of this group. It is assumed that this 16-21 age group is predominantly furthering their education and gaining work experience within the state. 1970 census figures indicate that between the ages of 22 and 25 a high percentage of the group leaves the state for further training, employment, etc. The census also indicates, however, that within five years the population of the state regains a normal distribution pattern through return of these leavers, and normal in-migration from other states.

The special needs population of Montana is over 11 percent of the total population. The disadvantaged comprise over 63 percent of the special needs population with persons with handicapping conditions forming the remaining 37 percent of this group.

Secondary school enrollments for grades 9-12 represent 7.5 percent of the total population of the state. This figure is expected to peak in fiscal years 1978 and 1980 and will decrease in 1979 and 1981, to a low point of 54,000 in fiscal year 1982.

Postsecondary enrollments currently comprise 4.5 percent of the total population of Montana. This figure is expected to remain relatively steady during the five year planning period, with little growth in either vocational-technical center or college enrollments.

¹Statistical summaries provided in the narration are from Table I unless otherwise indicated.

TABLE I
STATISTICAL POPULATION TO BE SERVED

Population Factors or Characteristics	Latest Available Data	ESTIMATED				
		FY 78	FY 79	FY 80	FY 81	FY 82
1.General Population Total						
Population ¹	760,513	771,377	782,396	793,573	804,909	816,407
Male	377,195	382,583	388,048	393,591	399,214	404,916
Female	383,318	388,794	394,348	399,982	405,695	411,591
Negro	2,183	2,214	2,245	2,278	2,310	2,343
Spanish						
American	8,441	8,562	8,684	8,808	8,934	9,062
Indian	29,713	30,137	31,314	32,538	33,809	35,130
Oriental	1,202	1,210	1,220	1,231	1,245	1,258
Other	718,974	687,131	738,933	748,718	758,611	768,614
Urban	403,071	408,830	418,582	428,529	438,675	449,024
Rural	357,442	362,547	363,814	365,044	366,234	367,383
2.Population ¹						
Age 16-25						
Total Population						
Age 16-25	94,177	95,522	96,887	98,271	99,675	101,099
Male	46,712	47,379	48,056	48,743	49,439	50,145
Female	46,465	48,143	48,831	49,528	50,236	50,954
Negro	270	275	279	284	293	302
Spanish						
American	1,045	1,059	1,075	1,090	1,106	1,122
Indian	3,679	3,731	3,785	3,839	3,888	3,936
Oriental	149	151	153	155	158	160
Other	89,034	90,306	91,595	92,903	94,230	95,579
3.Special Needs ¹						
Population						
Total Special						
Needs Population	84,776	86,032	86,824	87,531	88,295	89,201
Disadvantaged	53,497	54,188	54,921	55,402	55,960	56,611
Handicapped	31,279	31,500	31,903	32,129	32,335	32,590
Bilingual/ Limited English- speaking	Not Available	1,341	1,000	1,000	1,000	1,000

TABLE I (Continued)
STATISTICAL POPULATION TO BE SERVED

Population Factors or Characteristics	Latest Available Data	ESTIMATED				
		FY 78	FY 79	FY 80	FY 81	FY 82
4. Secondary School Enrollment ²						
Total Secondary Enrollment	56,896	57,709	56,533	57,369	56,217	54,077
Male	29,122	29,538	28,957	29,385	28,819	28,059
Female	27,774	28,171	27,567	27,984	27,389	26,018
Negro	163	166	168	170	173	175
Spanish						
American	632	641	450	559	568	578
Indian	2,223	2,255	2,187	2,120	2,053	2,086
Oriental	90	91	92	93	95	97
Other	53,788	54,556	54,036	54,727	53,528	51,441
5. Post-Secondary School Enrollment ³						
Total Post- Secondary School Enrollment	33,829	34,312	34,802	35,300	35,804	36,315
Male	19,283	19,558	19,810	20,083	20,366	20,615
Female	14,546	14,754	14,992	15,217	15,438	15,700
Negro	97	98	100	101	103	105
Spanish						
American	375	380	386	391	397	403
Indian	1,321	1,340	1,359	1,378	1,398	1,418
Oriental	53	54	55	55	56	57
Other	31,983	32,440	32,902	33,375	33,850	34,331

¹Montana Data Book, Montana Department of Planning and Economic Development. 1975.

²Montana Public School Enrollment Data, Office of Public Instruction, 1976.

³Commissioner of Higher Education's, and Office of Public Instruction's, enrollment reports, 1976.

STATEWIDE EMPLOYMENT BY INDUSTRY¹

The civilian labor force in Montana numbers approximately 376,000 or 48.0 percent of the total population.

Non-farm wage and salary jobs comprise 75.5 percent of the total labor force with salaried farm jobs making up the remaining 24.5 percent.

Employment in the Mining Industry experienced an overall increase of 1.3 percent during the past year with minor increase expected in coal mining over the next few years.

The greatest areas of growth in employment over the past year were in manufacturing, services, and wholesale and retail trade. Wholesale and retail trade is the second largest employer in the state with 18.6 percent of the current total non-farm labor force. If Montana follows national trends, this area should experience growth during the next decade.² Although it comprises only 7.2 percent of the labor force, Manufacturing experienced a growth of 1.9 percent in the past year, primarily in industries involved in the production of durable goods. No significant growth anticipated in manufacturing in 1980. The Service Industry, representing 14.7 percent of the total non-farm labor force, experienced a growth of 3.0 percent in fiscal year 1977, with the greatest increase in the area of hotels and other lodging service workers.

Government, the largest employment group in the state with 21 percent of the total non-farm labor force, decreased only 2.0 percent during the past year. Employment in colleges, universities and local education agencies recorded decreases this previous year, while state and local government recorded only a moderate increase.

¹Statistical summaries provided in the narration are from Table III unless otherwise indicated.

² Occupational Manpower and Training Needs, U.S. Department of Labor, Bureau of Labor Statistics, 1974.

TABLE II

M O N T A N A

Statewide Employment by Industry¹March 1979
in Thousands

<u>I N D U S T R Y</u>	MARCH 1979	MARCH 1978	% Net Changes to Current Year March to March 1978 1979
CIVILIAN LABOR FORCE - PERSONS	366.1	355.1	11.0
NON-FARM WAGE AND SALARY JOBS (Establishment Data)	277.0	265.1	11.9
<u>MANUFACTURING</u>	26.7	24.8	1.9
Durable Goods.....	17.6	16.4	1.2
Lumber and Wood Products.....	10.8	10.0	.8
Primary Metal Industries.....	3.3	3.2	.1
Other Durable Goods.....	3.5	3.2	.3
Nondurable Goods.....	9.1	8.4	.7
Food and Kindred Products.....	4.0	3.7	.3
Printing and Publishing.....	2.3	2.2	.1
Petroleum and Coal Products.....	1.1	1.1	0
Other Nondurable Goods.....	1.7	1.4	.3
<u>MINING</u>	7.3	6.1	1.2
Metal Mining.....	2.2	2.0	.2
Bitum. Coal, Quarrying, Non-Metal Mining	1.9	1.7	.2
Oil and Gas Extraction.....	3.2	2.4	.8

<u>CONTRACT CONSTRUCTION</u>	14.1	13.1	1.0
General Building Contractors.....	4.6	4.4	.2
Heavy Construction Contractors.....	3.8	3.6	.2
Special Trade Contractors.....	5.7	5.1	.6
<u>TRANSPORTATION AND PUBLIC UTILITIES</u>	21.8	20.4	1.4
Railroad Transportation.....	6.6	6.3	.3
Transportation, except Railroad.....	6.7	6.3	.4
Comm., Electric, Gas, Sanitary Services.....	8.5	7.8	.7
<u>WHOLESALE AND RETAIL TRADE</u>	71.7	67.3	4.4
Wholesale Trade.....	16.7	15.7	1.0
Retail Trade.....	55.0	51.6	3.4
General Merchandise, Apparel, Accessories.	8.1	7.8	.3
Food Stores.....	7.6	7.1	.5
Automotive Dealers, Service Stations....	8.4	8.3	.1
Eating and Drinking Places.....	20.2	18.2	2.0
Bldg. Mat., Farm Equip., Furn., Misc....	10.7	10.2	.5
<u>FINANCE, INSURANCE AND REAL ESTATE</u>	12.7	11.7	1.0
<u>SERVICES</u>	52.8	49.8	3.0
Hotels and other Lodging Places.....	6.5	5.9	.6
Personal Services.....	2.7	2.5	.2
Medical and other Health Services.....	17.0	16.8	.2
Other Services.....	26.6	24.6	2.0
<u>GOVERNMENT</u>	69.9	71.9	-2.0
Federal Government.....	11.2	12.5	-1.3
State Colleges and Universities.....	8.6	8.8	-.2
Other State Government.....	11.0	11.3	-.3
Local Education.....	25.5	25.6	-.1
Other Local Government.....	13.6	13.7	-.1

¹Montana Employment and Labor Force, State of Montana Employment Security Division, April 1979.

CURRENT AND FUTURE JOB NEEDS

INTRODUCTION TO CURRENT AND FUTURE JOB NEEDS

Table III which follows, indicates the current level of employment in the major occupational areas in which vocational education training programs are now being conducted. It compares expansion and replacement needs with the projected supply of trained persons from vocational education programs as well as from other sources for the planning period fiscal year 1979.

Current employment and expansion/replacement need projections were primarily obtained from the Employment Security Division of the Montana Department of Labor and Industry. Projections as to supply of trainees to meet expansion needs were based on enrollment figures submitted to the Office of Public Instruction from secondary schools and postsecondary vocational technical centers. Other Sector supply figures are from Community Colleges, Northern Montana College and other training agencies.

The data contained in Table III has been supplied by the Employment Security Division of the Department of Labor and Industry. It appears from this data that certain vocational education programs are either in a condition of over- or under-supply. However, many discrepancies exist in the data and the Employment Security Division is currently developing a new system in order to provide more reliable data on which programmatic decisions may be based.

Each vocational education program area consultant estimated the percentage of secondary and postsecondary enrollees who would be available for work and developed the following formulas to determine the projected supply of trainees. The "available for work" figures indicate the number of completers estimated to be actually entering the labor force, rather than going on to school, entering the military, etc.

The following projections are based on actual enrollments in vocational programs during past years:

AGRICULTURE EDUCATION:

Secondary -- 20% of secondary considered seniors.

(Vocational Agriculture programs are offered during all four years at the secondary level with a slightly smaller percentage of senior students enrolled.)

50% of the 20% considered available for work
(balance on to further training programs)

Postsecondary -- 50% of postsecondary in second year of two-year training programs

90% of completers considered available for work

DISTRIBUTIVE EDUCATION:

Secondary -- 25% of the secondary considered available for work
(Distributive education programs are primarily offered to
junior and senior level students with 50% of seniors
considered available for work)

Postsecondary -- 40% of postsecondary students considered
available for work.
(Programs are primarily two years in length with 80% of
program completers considered available)

HEALTH OCCUPATIONS EDUCATION:

Secondary -- 50% of secondary considered available for work
(Health Occupations programs are primarily offered to senior
level students with approximately 50% considered available)

Postsecondary -- 50% of postsecondary students considered available
for work from two year programs and 100% of postsecondary
students considered available from one year programs.

WAGE EARNING HOME ECONOMICS

Secondary -- 50% of secondary considered seniors and available for
work after completion.

Postsecondary -- 90% of postsecondary considered available after
completion.
(Programs are primarily one year in length.)

BUSINESS AND OFFICE EDUCATION

Secondary -- 48% of secondary considered seniors and available for
work.

Postsecondary -- 61% of postsecondary considered available after
completion.
(Programs are primarily one year in length.)

TECHNICAL EDUCATION

Postsecondary -- 50% are considered to be in their second year of
two year training programs and to be available for work after
completion.

TRADE AND INDUSTRIAL EDUCATION

Secondary -- 10% of secondary students considered available due
to the high level of skills required for job entry.

Postsecondary -- 40% of postsecondary students considered
available
(Programs are primarily two years in length with 80%
of program completers considered available.)

TABLE III
CURRENT AND FUTURE JOB NEEDS^a

OE CODE/DOT	Current Employment	1980 Expansion and Replacement Needs	PROJECTED SUPPLY FROM ALL SOURCES ^b		
			Vocational Education 1980	Other Sector 1980	
01.0000	AGRICULTURAL EDUCATION				
01.0100	Agri. Production	32,980	1,080	325	47
01.0200	Agri. Supplies & Services	920	30	18	12
01.0300	Agricultural Mechanics	940	40	49	25
01.0500	Ornamental Horticulture	270	10	0	0
01.0700	Forestry	2,430	80	47	46
01.9900	Other		8		
04.0000	DISTRIBUTIVE EDUCATION				
04.0100	Advertising	4,410	160	0	0
04.0200	Apparel & Accessories	2,150	N/A	0	0
04.0400	Finance and Credit	3,770	215	0	1
04.0600	Food Distributing	2,540	100	0	7
04.0700	Food Services	4,755	1,210	0	54
04.0800	General Merchandising	8,000	N/A	204	12
04.0900	Hardware, Bldg. Materials	3,837	167	0	27
04.1100	Hotel and Lodging	7,400	650	0	29
04.1500	Personal Service	N/A	N/A	0	7
07.0000	HEALTH OCCUPATIONS				
07.0101	Dental Assistant	480	50	68	0
07.0102	Dental Hygienist	45	5	0	1
07.0103	Medical Lab. Aide	N/A	70	0	0
07.0301	Nurse Asso. Degree	3,310	250	0	65
07.0302	Practical Nurse	1,540	120	414	50
07.0303	Nurse Assistant	4,305	405	67	155
07.0305	Surgical Technician	85	20	30	0
07.0402	Physical Therapy Aide	N/A	N/A	0	0
07.0903	Inhal. Therapy	90	25	36	0
07.0904	Medical Assistant	650	50	0	0
07.0907	Medical Emergency Technician	750	70	0	15
07.9900	Ward Clerk/Med. Records Tech.	N/A	N/A	0	0
09.0200	WAGE EARNING HOME ECONOMICS				
09.0201	Care & Guidance of Children	5,570	430	106	0
09.0202	Clothing Management Prod.	990	80	40	0
09.0203	Food Management	310	N/A	157	25
09.0299	Other (HERO) Multi-Occupations	N/A	N/A	0	0

a - refer to page 57

b - refer to page 57

N/A - not available

TABLE III
CURRENT AND FUTURE JOB NEEDS^a

Current Employment	1980 Expansion and Replacement Needs	PROJECTED SUPPLY FROM ALL SOURCES ^b	
		Vocational Education 1980	Other Sector 1980

OE CODE/DOT

14.0000	OFFICE OCCUPATION				
14.0100	Accounting & Comp.	9,460	510	232	92
14.0201	Business Data Processing	445	45	26	47
14.0300	General Office Clerical	4,880	465	611	47
14.0700	Steno, Secretarial & Related	11,815	1,380	667	345
14.0900	Typing	3,270	240	91	170
14.9900	Other-Post. Sec. Bus.;				
	Reprographics & Para Legal	N/A	N/A		2
16.0000	TECHNICAL EDUCATION				
16.0106	Civil Technician	N/A	N/A	9	10
16.0107	Electrical Technician	320	15	26	4
16.0109	Electro-Mechanical	N/A	N/A	18	0
16.0601	Commercial Pilot	N/A	N/A	0	N/A
16.0699	Emergy Technician	N/A	N/A	0	0
17.0000	TRADES AND INDUSTRY				
17.0100	Air Conditioning	500	25	19	0
17.0200	Appliance Repair	545	25	8	11
17.0301	Body and Fender	2,225	25	26	68
17.0302	Mechanics-Auto	8,130	180	170	130
17.0400	Air Frame/Power Plant				
	Maintenance	390	15	21	3
17.0700	Commercial Art Occup.	630	35	0	0
17.0900	Photography	N/A	20	0	0
17.1001	Carpentry	6,030	100	83	207
17.1002	Electricity	1,880	55	10	120
17.1003	Heavy Equipment Operation	3,125	155	17	0
17.1200	Diesel Mechanic	N/A	40	54	19
17.1300	Drafting	710	30	106	4
17.1500	Electronics Occup.	520	20	45	10
17.1900	Graphic Arts	800	15	9	2
17.2102	Watch & Precision				
	Instrument Repair	120	5	6	0
17.2302	Machine Shop	780	20	66	0
17.2306	Welding and Cutting	1,680	60	142	2
17.2700	Plastics Occupations	N/A	N/A	0	0
17.2900	Quality Food Occupations	18,475	1,125	13	0
17.3100	Small Engine Repair	N/A	90	60	6
17.9900	Other	N/A	N/A	28	0

a - refer to page 57

b - refer to page 57

N/A - not available

FOOTNOTES FOR PRECEDING TABLE

- ^a - Projections based on Employment Security Division, Department of Labor and Industry and Office of Public Instruction Enrollment Reports Statistics, 1979.
- ^b - Vocational Education includes trainees emerging from secondary and postsecondary vocational technical center training programs only.

Other Sector includes all other sources of labor supply, such as community college programs, university system programs, adult vocational training, retraining, upgrading and apprenticeship programs, private proprietary school programs, CETA, WIN and CEP.

ANNUAL GOALS, ENROLLMENTS, AND ALLOCATIONS

INTRODUCTION TO FISCAL YEAR 1980 GOALS

FOR

VOCATIONAL EDUCATION PROGRAMS

Each of the following sections consists of a narrative description of planning efforts including the rationale for the goals that were set and a table of projected enrollments and allocations by Office of Education program code.

Each section represents the training programs within a vocational area now being conducted in Montana. Vocational program areas are identified as Agriculture Education, Distributive Education, Health Occupations Education, Wage Earning Home Economics Occupations, Business and Office Education, Technical Education, Trade and Industrial Education, and Consumer and Homemaking Education.

The projections indicated in this section of the Plan as to the numbers of students being trained is accurate in terms of present funding restrictions. However, it should be noted that although the number of programs is expected to be relatively constant if funding does not increase, the demand for training programs is expected to substantially increase.

Tables IV through X represent projections for enrollments and allocations for the various vocational education program areas. It should be noted that program enrollments are defined differently according to the educational levels at which they are offered. The primary emphasis of adult level courses is to provide short-term upgrading or retaining, while secondary and postsecondary programs are primarily designed as a series of courses to provide entry level proficiency. Therefore, it would not be accurate to compare numbers of adult enrollees with numbers of enrollees at the secondary and postsecondary levels.

FUNDING STATUS

During Fiscal Year 1980 programs in secondary, postsecondary and adult vocational education will have \$2,592,261 in federal funds, \$4,307,896 in state funds and \$8,837,116 in local funds for a total of \$15,737,273 available (See page 40, Sources of Support for FY 1980). These funds are scheduled to serve 15,402 secondary students and 2900 post secondary and adult students.

STUDENT ORGANIZATIONS

The Superintendent of Public Instruction authorizes the use of funds under its basic grant to support activities of vocational education student organizations which are described in its approved five year plan and annual program plan and which are:

- (1) An integral part of the vocational instruction offered.
- (2) Supervised by vocational education personnel who are qualified in the occupational area which the student organization represents; and
- (3) Available to all students in the instructional program without regard to membership in any student organization.

An integral part of vocational instruction includes:

- (1) Training in an organized educational program which is directly related to the preparation of individuals for paid or unpaid employment in a career requiring other than a baccalaureate or higher degree; or
- (2) Field or laboratory work incident to the vocational training; or
- (3) Development and acquisition of instructional materials supplies, and equipment for instructional services.

An integral part of vocational instruction does not include:

- (1) Lodging, feeding, conveying, or furnishing transportation to conventions or other forms of social assemblage;
- (2) Purchase of supplies, jackets, and other effects for students' personal ownership;
- (3) Cost of non-instructional activities such as athletic, social, or recreational events;
- (4) Printing and disseminating non-instructional newsletters;
- (5) Purchase of awards for recognition of students, advisors, and other individuals; or
- (6) Payment of membership dues.

COOPERATIVE VOCATIONAL EDUCATION GOALS AND RATIONALE

The Cooperative Vocational Education method provides instruction through a joint agreement between a school and a public or private employer by which required academic courses and related vocational instruction are combined with a paying job in a related occupational field. The two experiences are planned and coordinated by the school and the employer so that each contributes to the student's education and employability.

The cooperative method enables the student to work in an actual job setting, to gain skills relevant to a career, to explore employer-employee relationships, to adopt positive attitudes toward work and production, to gain the benefit of earning wages, and to gain an understanding of how his or her studies in the classroom relate to an actual career. By providing the actual experience of working for an employer, the student's future job placement may be facilitated, and the gap between vocational education and the world of work may be more effectively bridged.

Difficulties that must be overcome in developing a cooperative training program focus on a greater expenditure of time and energy on behalf of the actual instructors and their school administrators. They must effectively handle conflicts in class scheduling, transportation problems, limitations in placement opportunities--especially in small rural communities, contacts with employers, and instructor-student-employer relationships. Students are paid at least at the legal minimum hourly wage rate while they are working under the cooperative agreement.

Although the demand is high for this type of training program, sufficient funds are not available through local, state and federal sources. Therefore, cooperative programs may decrease over the next five years.

COOPERATIVE VOCATIONAL EDUCATION FUNDING

Cooperative programs will be funded on the same basis as regular vocational programs during fiscal year 1980. Twenty percent of all approved programs will be evaluated during fiscal year 1980 to comply with federal requirements.

The superintendent of Public Instruction assures that funds under the basic grant (Section 120 of the Act) will be used for grants to local educational agencies for establishing or expanding cooperative vocational education programs with the participation of public and private employers, when these programs are generally described in the approved five year state plan and the annual program plan.

The Superintendent of Public Instruction, in her review of local applications shall give priority for funding cooperative vocational education programs to local educational agencies in areas of high rates of school dropouts or youth employment.

WORK STUDY

In establishing funding priorities for Montana's Five Year Plan for Vocational Education, it was determined that continued funding of work study programs would not constitute the most prudent or effective use of vocational education funds. This determination remains in effect for fiscal year 1980, but is subject to annual review by the Superintendent of Public Instruction.

FUNDING ALLOCATIONS

Due to the recency of the Forty-Sixth Montana Legislature and the unavailability of information regarding the allocations of funding to the various vocational education programs, the direct funding allocations for the 1980 fiscal year will not be included in this draft of the Plan. Copies of the funding allocations breakdown will be forwarded at a later date.

AGRICULTURE EDUCATION

Program Description

Vocational Agriculture programs will continue to be offered during fiscal year 1980 at the secondary, postsecondary and adult levels to provide students with entry level and/or advanced technical skills related to agriculture/agribusiness occupations.

Vocational Agriculture is typically offered in grades 9 through 12 at the secondary level, and in two-year programs at the postsecondary level.

The majority of Vocational Agriculture programs are in the category of agriculture production, although programs are also offered in the categories of agricultural supplies, mechanization, products, resources, ornamental horticulture and forestry.

Sex-Fairness

Progress will continue to be made within the area of sex fairness. Although there are no agricultural programs in Montana which limit student access based on sex, information will be collected to determine the level of participation by females in traditionally male dominant classes and male dominant FFA.

Evaluation will continue to reveal programs which need improvement in sex equity in relation to facilities, teaching methods and student motivating factors.

Advisory Council Involvement

LEA'S which conduct an approved vo-ag program are required to establish a local advisory committee.

The local advisory committee advises the school district about current job needs and the relevance of the program being offered. The advisory committee also assists the LEA in preparing its' project proposal. At the postsecondary level advisory committees also assist in job placement.

Special Needs

Disadvantaged and handicapped students continue to be mainstreamed in agricultural education throughout Montana. This is particularly true in schools where vo-ag offers the only shop related program.

Coordination with Employment Programs

Since the majority of vocational agriculture departments are located in rural communities which do not have a Job Service office, vocational agriculture teachers have job placement responsibilities. Traditionally, vocational

agriculture teachers have been involved in job placement for supervised occupational experience programs and for permanent employment of graduating seniors. In the majority of the rural communities, farmers and ranchers continue to contact vocational agriculture teachers when they are seeking employees.

Vocational agriculture teachers who teach in cities served by the Job Service usually cooperate with them in finding agriculture related employment for completers.

Future Farmers of America (FFA)

Future Farmers of America at the secondary level is an integral part of the Vocational Agriculture program and provides additional opportunities for students to develop career supportive competencies, leadership skills, and civic and personal responsibilities.

FFA membership is voluntary and provides the opportunity for students to participate in competitive activities which are designed to motivate student achievement. By applying what is taught in Vocational Agriculture, FFA members may compete in public speaking, parliamentary procedure, live-stock and crop selection, along with many others, occur at the local, district, state and national levels. In addition, FFA members individually and collectively will be involved in many other worthwhile activities which promote cooperation and good citizenship. Some of these activities will include community service projects, soil and water conservation, county fairs, assisting charities and the needy, and community beautification projects.

Leadership development is stressed at all levels of FFA and several activities will be conducted at the state level to supplement the instructional programs at the local level. A joint Montana-Wyoming state officer leadership seminar will be conducted. Leadership skills learned by ten Montana state officers will be shared with chapter officers in a series of eight district leadership schools to be conducted at eight locations around Montana. In turn, chapter officers will provide training for their local membership.

A state FFA leadership conference will be conducted which will involve approximately 600 members. FFA membership in fiscal year 1980 is expected to reach 2300 at the secondary level and 50 at the collegiate chapter at Montana State University. An effort will also be made to increase membership and participation of the Montana FFA Alumni Association which was founded in 1972.

Goals and Objectives FY 1980

1. On-site evaluations will be conducted in 20 percent of the 71 secondary vocational agriculture programs by FY 81. An

evaluation will be conducted with the cooperation of the MACVE and local advisory committee.

2. Since the supply of agricultural education completers is not meeting the current manpower needs, at least one new program will be started at the secondary level.
3. Develop and implement a student follow-up. At least twenty (20) secondary vo-ag programs will be requested to provide student follow-up information to the Office of Public Instruction. Follow-up data is currently available from the vocational technical centers.
4. To increase the membership in FFA to 2,300 members by FY 81.
5. To increase the female enrollment in vocational agriculture, teachers will be provided with resources for evaluation of curriculum and instructional materials, classroom strategies, and activities to make teachers and students aware of the behaviors and attitudes that perpetuate sex role stereotyping and develop barriers to individual career choices.

TABLE IV
SECONDARY, POSTSECONDARY, AND ADULT
FY 80 GOALS AS RELATED TO MANPOWER NEEDS
AGRICULTURE

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
01.0100 Production Agriculture	Secondary Centers	67	4165			
	Colleges	1	14			
	Adult	3	45			
01.0200 Agriculture Supplies & Services	Secondary Centers	1	85			
	Colleges					
	Adult					
01.0300 Agriculture Mechanics	Secondary Centers	1	15			
	Colleges	2	38			
	Adult	4	60			
01.0700 Forestry	Secondary Centers	1	100			
	Colleges	1	70			
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					

¹Center includes five postsecondary vocational-technical centers.
Colleges includes three community colleges and Northern Montana College
Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

BUSINESS AND OFFICE EDUCATION

Program Description

The primary purpose of Business and Office education is to provide instruction in business related courses and experiences that will enhance opportunities for students seeking employment in the business community. It is also the purpose of Business and Office education to provide adequate instruction for initial employment and to upgrade presently employed persons for advancement in jobs that facilitate the function of the office.

Some of the elements that relate to quality programs in Business and Office education are:

- instructors competencies
- advisory committees
- student organizations
- adequate facilities
- up-to-date modern equipment
- vocational objectives
- effective guidance and counseling

Eighty-three secondary business and office programs are presently being funded. In order for a secondary program to be considered an approved vocational business and office program it must contain at least the basic business core (typing, accounting, shorthand, and other related courses.) It must then be completed or capped with a course that integrates all the skills learned in the basic core.

The "capstone" course (integrated skills course) is the only part of the program that is considered for funding.

The three classes that are usually approved as capstone courses are: Secretarial Office Practice, Clerical Office Practice, and Simulated Model Office. In some instances other titles are approved if they meet the criteria for a capstone course.

The instruction in the capstone course must include the following (not limited to): office functions, records management, communication and basic language skills, production typing, machine transcription, receptionist and telephone training, business machines and math, human relations, and job search techniques. Other desirable units of instruction might include keypunch training and the concepts involved in word and data processing. A two-hour block of time for the capstone course is encouraged.

Postsecondary business and office programs are offered at all five of the vocational technical centers as well as the community colleges.

The postsecondary schools provide training across a wide variety of fields including bookkeeping, accounting, business data processing, general clerical, stenographer, secretarial and related typing, and key punch.

Successful adult programs, although not funded at present with vocational earmarked monies, are offered in many schools across the state.

There are presently business teacher education programs at Montana State University, University of Montana, Northern Montana College, Western Montana College, and Eastern Montana College. All four train business teachers, but only Montana State University, University of Montana, and Northern Montana College offer the classes necessary for the graduates to become vocationally approved.

Sex Equity

Substantial progress in eliminating sex stereotyping patterns in Business and Office Education programs is being realized through effective counseling and recruitment of male and female students. Evaluations of secondary programs indicates efforts are being made to alter course titles and content to assure accessibility of courses for all students regardless of sex.

An area of concern has been that of developing test materials that utilize other than stereotypical words, examples, and pictures. Through evaluations of programs it has been found that many secondary programs are using new updated test materials of a publishing company. These materials are excellent in eliminating sex stereotyping words, examples, and pictures.

Another concern is that some teachers and counselors in Montana share personal biases as to traditional male and female roles and tend to portray these personal views as "appropriate or correct". It is evident that the awareness program developed by the Human Potential Development consultant in the Office of Public Instruction has done much in helping teachers and counselors to restrain their personal opinions and beliefs and to allow open discussion and accessibility in their classrooms.

Progress is being made as outlined below:

- A. Some high schools have changed the name Secretarial Practice to Professional Office Practice.
- B. Office Management and Procedures is being used instead of Clerical Office Practice.
- C. In evaluating programs, it is found that some males are starting to participate in shorthand classes and office practice classes.

Advisory Committee Involvement

Local Educational Agencies which conduct an approved Business and Office program are required to establish a local advisory committee. The local advisory committee advises the local educational agency about curriculum content, current job needs and the relevance of the program being offered. On the postsecondary level, the advisory committees becomes involved in job placement in behalf of the students.

Special Needs

The emphasis seems to be on how to mainstream special needs students into the classroom. We know it has to be done but the problem is how. It is hoped that a preservice and inservice program will be developed at Montana State University and the University of Montana from teacher training monies to help teachers develop ideas on how to mainstream these students into the classrooms.

Coordination with Employment Programs

Since a larger number of students enrolled in Business and Office programs of the postsecondary level are being trained or retrained under the support of a manpower related program, close coordination with parent agencies is essential. This coordination is provided on the local level by counselors from the employment service or the divisions of Social and Rehabilitation Services.

Student Organization

There are currently 13 secondary chapters with 310 members, five postsecondary chapters with approximately 60 members, one collegiate chapter with twelve members, and sixteen professional members for a total of 398. Last year the membership was 330.

Effort is being made to increase the number of chapters at the secondary level and strengthen the postsecondary programs.

Goals and Objectives Fiscal Year 1980

- A. Improve the quality of the capstone courses being approved for funding.
 - a. After reviewing the FY 80 project applications, letters will be sent to projects that have been funded in the past but are on the borderline of not meeting the criteria for approval. The letter will place the project on probation for one year and give suggestions of how to upgrade the capstone course. If the course is not upgraded, then funding will be withdrawn for FY 81.
 - b. Follow up visits will be made to the projects on probation to give help and assistance to the instructors.
 - c. Make sure all business and office teachers are vocationally approved.

- B. Evaluation of 20 percent of the business and office programs.
 - a. The consultant for business and office education will evaluate approximately 17 programs by way of special vocational evaluation teams or in cooperation with Northwest Accreditation.
- C. Provide inservice and preservice training for business teachers.
 - a. The Office of Public Instruction will work with the University of Montana in providing a workshop on typewriter maintenance and repair. This will be offered to business teachers at eight different locations.
 - b. The Office of Public Instruction and the Montana State University will review and revise (with input from teachers) the Montana Business Education Curriculum Guidelines (if funds permit.)
- D. Increase the number of OEA chapters.
 - a. Presentations will be made to schools and students that have indicated an interest in OEA. These presentations will be made by the state officers. They will explain what OEA is and also the benefits derived from belonging.
 - b. A program will be instituted by which each chapter will be requested to make contact with neighboring schools and make presentations about OEA.
- E. Increase the number of males that participate in the capstone courses.
 - a. The Business and Office Education consultant will work with the Human Potential Development consultant in developing ideas to attract males to these programs.
 - b. Encourage business teachers to submit ideas or success stories on how they have encouraged males to attend the typical female capstone courses.

TABLE V
SECONDARY, POSTSECONDARY, AND ADULT
FY 80 GOALS AS RELATED TO MANPOWER NEEDS

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	F	ALLOCATIONS
14.0100 - Accounting and Computing	Secondary Centers	4	271		
	Colleges				
	Adult				
14.0200 - Data Processing Computer and Console Programmers	Secondary Centers	4	218		
	Colleges				
	Adult				
14.0300 - General Office	Secondary Centers	51	881		
	Colleges	3	248		
	Adult				
14.0600 - Education Assistant	Secondary Centers	1	11		
	Colleges				
	Adult				
14.0700 - Stenographer Secretary and Related	Secondary Centers	32	1,608		
	Colleges	5	359		
	Adult				
14.9900 - Other Office	Secondary Centers	2	51		
	Colleges				
	Adult				

¹Center includes five postsecondary vocational-technical centers.
Colleges includes three community colleges and Northern Montana College
Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs
SOURCE OF DATA: Office of Public Instruction Enrollment Figures

DISTRIBUTIVE EDUCATION GOALS AND FUNDING RATIONALE

The objectives of Distributive Education in Montana are to prepare students for entry level employment in marketing and distributive occupations, to upgrade the skills of employed workers, and to provide students with postsecondary training below the baccalaureate level in Distributive Education. The curriculum is designed to provide instruction in the areas of Marketing, Merchandising, and Management and involves programs at the secondary and postsecondary levels of education.

All secondary level Distributive Education programs are currently classified as General Merchandising because they are all general in nature. This is unsatisfactory however, since General Merchandising is only one of a total twenty-two distributive occupations currently assigned Office of Education codes. Although there are common competencies needed for all distributive occupations, efforts will be made during fiscal year 1980 to individualize instruction to meet the needs of individual students and their chosen occupational areas of study.

Since data on expansion and replacement needs in General Merchandising is not available, the sum total of expansion and replacement needs for all distributive occupational areas has been taken into consideration. Using these figures, there is indication that formal secondary and postsecondary training programs can supply only 13.4% of the demand requirement. The obvious conclusion is that all areas of Distributive Education in Montana are greatly under supplied with trained workers.

Sex Fairness

Distributive Education programs currently achieve the closest male female ratio of all secondary and postsecondary vocational education programs in Montana. Fiscal year 1978 enrollment figures (latest available data) indicate a 45 percent male to 55 percent female ratio at the secondary and postsecondary levels. The projection for fiscal year 1980 enrollments is a continuation of this pattern.

Advisory Council Involvement

Strong functioning local advisory councils are vital to the maintenance of quality in existing programs. These councils can assist teacher-coordinators in the development of strong community support and in areas of program improvement and evaluation.

Coordination with Manpower Programs

Attempts will be made to coordinate the efforts of Distributive Education vocational education programs with manpower training programs, such as C.E.T.A., during fiscal year 1980.

Special Needs Population

Distributive Education will continue to mainstream special needs students into existing programs.

Coordination with Employment Programs.

Since a large number of students enrolled in Distributive Education programs on the postsecondary level are being trained or retrained under the support of a manpower related program, close coordination with parent agencies is essential. This coordination is provided on the local level by counselors from the employment service of the divisions of Social and Rehabilitation services.

Student Organization

Distributive Education Clubs of American (DECA) will continue to be considered an integral part of the total Distributive Education program in Montana. Development of competency based learning activities will be continued along with the promotion of and appreciation for the free enterprise system in Montana. Seventeen programs at the secondary level had DECA chapters in fiscal year 1979 with 596 members. One postsecondary program had a DECA chapter with 17 members enrolled.

Goals & Objectives Fiscal Year 1980

1. A formal comprehensive team evaluation of 20 percent of the Distributive Education programs is projected to be accomplished during fiscal year 1980.
2. Emphasis will be made on maintenance of quality in all existing Distributive Education programs.
3. Regional workshops will be held for teacher-coordinators on establishment and utilization of local advisory councils.
4. Encouragement of teacher-coordinators to develop curriculum guidelines to derive maximum use of DECA chapter activities in aiding students in establishment and attainment of their occupational goals.
5. Initiate procedures leading toward the implementation of standards for program approval.

TABLE VI

SECONDARY, POSTSECONDARY, AND ADULT
FY 80 GOALS AS RELATED TO MANPOWER NEEDS

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
04.0800 Mid Management	Secondary Centers	2	160			
	Colleges					
	Adult					
04.0800 General Merchandising	Secondary Centers	13	1,754			
	Colleges	3	128			
	Adult					
04.1400 Real Estate	Secondary Centers					
	Colleges					
	Adult	1	45			
04.9900 Other Distributive	Secondary Centers					
	Colleges	2	103			
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					

¹Center includes five postsecondary vocational-technical centers.
Colleges includes three community colleges and Northern Montana College
Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

HEALTH OCCUPATIONS

Program Description

The health occupation programs are offered at the secondary, postsecondary and adult education level. Secondary programs provide the student with basic courses and skills for entry-level employment as a nurse's aide/attendant. Career exploration of health-related occupations is also included. The program consists of classroom, laboratory, and clinical experience in a health agency. There will be only one program of this type (at Missoula) available to secondary students in Montana. The projected estimated enrollment will be 25. Postsecondary programs consists of respiratory thereapy technician, operating room technicians, dental assistants, nurse's aide/attendant, and practical nursing courses. On successful completion of these programs the students will be prepared for entry-level employment in the chosen area.

The practical nursing programs are approved and accredited by the Montana State Board of Nursing and the student is eligible to take the state board examination for licensure as a L.P.N. The employment rate for students that complete these programs is near 90 percent.

Sex Fairness

A small increase in the enrollment of male students has been noticed. Sex stereotyping in recruitment materials has been greatly reduced. Factors that contribute to the lower male enrollment are lower salaries of health employees and the lack of career mobility. Leaders in vocational education should explore this problem area and be encouraged to address it. Health career opportunities are expanding and are in the top five industries of employment.

Advisory Council Utilization

Vocational Education programs have local advisory committees that are utilized in developing public relations, recommending course and curriculum revisions, and reviewing current health industry needs.

Special Needs

Disadvantaged and handicapped students continue to be mainstreamed in the Health Occupations training programs in Montana. Alterations in scheduling, structural barriers and curriculum offerings are examples of the kinds of accommodation made to accomplish the training objectives in these programs enrolling special needs students.

Coordination with Employment Programs

Students from employment training programs will continue to be slotted into the present postsecondary Health Occupation Education programs. Students are in the mainstream and not a separate group.

Postsecondary programs have an advisory committee and also representation on the general program advisory committee. The committee is utilized in reviewing the clinical facilities, health agencies, curriculum revisions, test and periodical adaptations, and current changes in the role of health programs.

VICA

Student involvement in VICA has been limited to the secondary programs.

Goals and Objectives for FY 1980

1. The Department of Vocational Education will become active in evaluating the position of Practical Nursing Education in Montana.
2. Resources and direction will be provided by the Department of Vocational Education to Practical Nurse educators for developing objectives, curriculum, and standardizing programs.
3. Develop a time frame for implementing standards and curriculum revision in Health Occupations educational programs.
4. Evaluate all Health Occupations educational programs during Fiscal Years 1980 and 1981.
5. Develop standards and criteria for Health Education instructors.
6. Provide opportunities for Health Occupation educators to attend meetings and workshops to discuss the future of Practical Nursing education in Montana and the national scene.
7. Develop an informational exchange with educators, institutions, health agencies, governmental agencies involved in the delivery of health care.
8. Inform the community (local and state) of the current position of the Department of Vocational Education on Health Occupations education.

TABLE VII

SECONDARY, POSTSECONDARY, AND ADULT
FY 80 GOALS AS RELATIVE TO MANPOWER NEEDS

O.E. CODE AND PROGRAM	PROGRAM LEVEL, 1	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS	
				F	S
07.0101 Dental Assistant	Secondary				
	Centers	1	35		
	Colleges				
	Adult				
07.0302 Practical Nurse	Secondary				
	Centers -	5	200		
	Colleges	1	30		
	Adult				
07.0303 Nursing Assistant (Aide)	Secondary	1	12		
	Centers	2	25		
	Colleges				
	Adult	3	95		
07.0305 Surgical Technology	Secondary				
	Centers	1	25		
	Colleges				
	Adult				
07.0903 Inhalation Therapy Technology (Respiratory)	Secondary				
	Centers	1	25		
	Colleges				
	Adult				
07.0907 Medical Emergency Tech.	Secondary				
	Centers				
	Colleges				
	Adult	1	37		

¹Center includes five postsecondary vocational-technical centers.

Colleges includes three community colleges and Northern Montana College

Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

TABLE VII (Con't)

SECONDARY, POSTSECONDARY, AND ADULT

FY 80 GOALS AS RELATED TO MANPOWER NEEDS

O.E. CODE AND PROGRAM	PROGRAM LEVEL, ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	P
07.9900 Other Health	Secondary Centers	2	83			
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
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	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					

¹Center includes five postsecondary vocational-technical centers.
 Colleges includes three community colleges and Northern Montana College
 Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

TRADE AND INDUSTRIAL EDUCATION

Program Description

Primary objectives of Trade and Industrial Education in Montana are to prepare students for entry into employment, and to upgrade the skills of employed workers in fields of work classified as trade and industrial, such as Auto Mechanics, Carpentry, Electronics and many others. The curriculum is built around the skills and knowledge needed on the job and also provides for the development of safety judgment, trade ethics, personal traits, and leadership abilities.

Secondary programs are conducted primarily for students in grades 11 and 12 who will be equipped with minimum entry-level skills upon completion. Trade and Industrial Education programs serve as the top end of an overall industrial education sequence that includes Industrial Arts. Industrial Arts Education begins at the elementary level and provides awareness of industry and occupations, leads to exploratory experiences using the materials, processes, and tools involved, and may provide prevocational experiences through specialized instruction similar to the basics of Trade and Industrial courses.

The key elements that distinguish secondary Trade and Industrial programs from the specialized Industrial Arts programs are:

1. Vocational objectives;
2. Content derived from job requirements;
3. Facilities and equipment similar to that encountered on the job;
4. Scheduling of block periods to allow time for indepth instruction;
5. Instructors with trade experience and vocational coursework; and
6. Integration of vocational student organization activities into the program.

In FY 1980, secondary Trade and Industrial program applications will be reviewed on the basis of new program guidelines which will be effective in FY 1980. These guidelines along with the addition of Industrial Arts to the list of fundable programs will bring about a major recategorization of industrial education programs in Montana high schools. This year will be one of transitions in that programs not fully meeting T & I guidelines will be notified of deficiencies which either need to be overcome by next year or the program might not be approved. Schools will have another option if participation in funding assistance is desired - that of reorganizing to meet the Industrial Arts funding criteria. This may well be more in line with the objectives of the schools involved.

The number of programs of Trade and Industrial Education is expected to level off at about one-half the number approved before implementation of the new guidelines. About 115 T & I programs are anticipated in FY 80.

A booklet entitled "Guidelines for Vocational Education Programs in Montana" has been compiled and sent to all school districts. This contains requirements and other information which should be a valuable resource to local vocational education coordinators.

Postsecondary Trade and Industrial Education is conducted at the state's five vocational-technical centers, three community colleges, and one four-year institution which conducts certificate and associate degree programs as well as trade and industrial teacher education. State and federal vocational funding of regular postsecondary programs is limited to the vocational-technical centers. These centers offer programs in seventeen different occupational headings from air conditioning to watchmaking. Students may prepare for employment, upgrade skills, learn new skills, or cope with educational handicaps during training.

Adult programs of Trade and Industrial Education are offered by many schools in Montana to provide upgrading of skills and preparation for employment. State and federal funding is not expected to be available during the fiscal year 1980 at the adult level, but program consultative assistance is offered to encourage continuity of adult programs.

Related instruction for apprenticeship programs is conducted jointly by local districts and the Joint Apprenticeship and Training Councils in the community. Facilities, equipment and, in many cases, instructors are supplied by schools with costs shared by the Joint Apprenticeship and Training Councils. Record keeping for apprentices is handled by the State Apprenticeship Bureau. The state staff consultant for Trade and Industrial Education serves as an ex officio member of the State Apprenticeship Council. Procedures for funding of apprenticeship programs are the same as for other adult vocational programs. Funding from state and federal sources for apprenticeship programs is not projected for fiscal year 1980.

Trade and Industrial Teacher Education is conducted at Northern Montana College. Funding from federal sources is provided upon approval of applications submitted for projects which meet specific objectives.

Student Organizations

VICA growth is expected during FY 80 at both secondary and postsecondary levels with membership reaching 550. Continued effort by the consultant for Trade and Industrial Education will be made to help instructors see the value of VICA programs as tools to complement their instructional programs.

Trade and Industrial Education Programs in Montana strive not only to develop student trade skills and knowledge, but personal traits as well. As an integral part of the program, activities of the local VICA (Vocational Industrial Clubs of America) chapter provide the means for individuals to develop confidence, positive self concept, and attitudes that make them better employees, citizens and leaders in their chosen occupational fields.

Goals & Objectives FY 1980

1. Evaluate 20 Percent of the Trade and Industrial Programs
 - A. During the year the state consultant will coordinate team evaluations in 30 programs in cooperation with other Vo Ed evaluators and Northwest Accreditation teams and submit final reports and recommendations to the schools involved and to the Vo-Ed files in the state office.
2. Develop a Curriculum Guide for Trade and Industrial Programs
 - A. Fund and assist the curriculum project which has been started by Northern Montana College and finish work in the areas of auto body repair, welding, machine shop, carpentry and drafting.
 - B. Improve the format for the final printed guide in preparation for printing next year.
3. Standardize Curriculum in Programs Conducted at more than one of the Vocational Technical Centers.
 - A. Establish a working relationship with the new curriculum consultant, assist with standardization efforts, and coordinate these efforts with the curriculum development projects that are being conducted.
4. Implement New Guidelines for Trade and Industrial Programs.
 - A. Send letters to all programs regarding their status with respect to requirements and recommend courses of action.
 - B. Respond to requests for assistance as they arise; visit 20 programs during the year.
5. Increase Student Participation in Activities of the Vocational Industrial Clubs of America
 - A. Provide information to instructors about methods of utilizing VICA as an integral part of the program.

- B. Assist 10 schools with the organization of new chapters.
 - C. Contract with individuals for help with conferences and other activities to maintain services to the organization.
6. Provide in-service training to Trade and Industrial Teachers to keep them current with Industry.
- A. Assist in planning and fund teacher education projects that provide in-service, especially in fast changing areas of electronics, auto emission control systems, and energy conservation.
 - B. Help arrange factory workshops in conjunction with professional meetings and conferences.
7. Implement the Improved System for Vocational Education Instructors Certification.
- A. Assist the Division of Certification and Accreditation in finalizing the centralization of teacher certification for Vo-Ed teachers in one office, Certification Services.
 - B. Notify all teachers of industrial education of their status and steps to remedy problems if any exist.
8. Promote Sex Fairness in all Industrial Education Programs.
- A. During proposal reviews, make certain that schools have outlined specific activities to help eliminate sex bias and barriers to enrollment; spot check 20 programs to see if progress is made.
 - B. During the scheduled evaluations of Trade and Industrial Programs, assess what exists and make recommendations.
 - C. Help the consultant for Human Potential Development identify model programs and disseminate information about their practices.
 - D. Assist Montana State University with its project to survey existing programs to identify current situations. Evaluate the results and plan further steps.
 - E. Integrate into planned meetings and workshops presentations which address the need to take positive steps toward the evaluation of bias and stereotyping in Industrial Education Programs.
 - F. In curriculum development projects slated to be conducted this year, review drafts to assure proper language and inclusion of appropriate information.

9. Promote Active Advisory Committees for all Programs.

- A. Help the State Advisory Council for Vocational Education distribute the new Guide for Local Advisory Committee which is designed to help local programs use advisory committees to full advantage.
- B. Review at least 30 programs to ascertain the level of committee involvement and make recommendations.

10. Assist Local Programs Coordinating With Manpower Programs.

- A. Upon request assist local programs in improving their relationships with CETA Programs and employment offices.

11. Assist Local Programs In Meeting the Needs of Disadvantaged and Handicapped Trade and Industrial Education Students.

- A. Work with local districts upon request to help them develop special needs programs for individuals who need help in order to succeed in their vocational program.
- B. Assist the consultant for Special Vocational Needs in the operation of funded programs in at least 18 schools.
- C. Assist in making schools aware of the availability of funding to help them cope with special education students mainstreamed into their trade and industrial programs. In districts which have identified needs assist with the development of proposals.

12. Gather Follow-up Information From All Trade and Industrial Education Programs.

- A. Assist with the development of a follow-up procedure to be utilized by local districts in conducting follow-up of program graduates.
- B. Make schools aware of the need for program follow-up and the fact that these will be required starting next year.

TABLE VIII

SECONDARY, POSTSECONDARY, AND ADULT
FY 80 GOALS AS RELATED TO MANPOWER NEEDS

TRADE & INDUSTRY

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS	
				F	S
17.0200 Appliance Repair	Secondary				
	Centers	1	98		
	Colleges				
	Adult				
17.0301 Body & Fender Repair	Secondary	1	40		
	Centers	2	51		
	Colleges				
	Adult				
17.0302 Auto Mechanics	Secondary	32	1895		
	Centers	3	154		
	Colleges				
	Adult				
17.1001 Carpentry	Secondary	22	1294		
	Centers	1	63		
	Colleges				
	Adult				
17.1300 Drafting Occupations	Secondary	13	1367		
	Centers	2	32		
	Colleges				
	Adult				
17.1500 Electronic Occupations	Secondary	6	471		
	Centers				
	Colleges				
	Adult				

¹Center includes five postsecondary vocational-technical centers.
Colleges includes three community colleges and Northern Montana College

Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

TABLE VIII

SECONDARY, POSTSECONDARY, AND ADULT
FY 80 GOALS AS RELATED TO MANPOWER NEEDS

TRADE & INDUSTRY

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	I
17.100301 Heavy Equipment Maintenance	Secondary Centers	1	29			
	Colleges					
	Adult					
17.100302 Heavy Equipment Operation	Secondary Centers	1	12			
	Colleges					
	Adult					
17.9900 Multi-occupations	Secondary Centers	1	18			
	Colleges					
	Adult					
17.9900 Truck Driving	Secondary Centers	1	5			
	Colleges					
	Adult					
17.2100 Instrument Maintenance & Repair (Watchmaking)	Secondary Centers	1	11			
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					

¹Center includes five postsecondary vocational-technical centers.

Colleges includes three community colleges and Northern Montana College

Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

TABLE VIII

SECONDARY, POSTSECONDARY, AND ADULT
FY 80 GOALS AS RELATED TO MANPOWER NEEDS

TRADE & INDUSTRY

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS	
				F	S
17.1900 Graphic Arts Occupations	Secondary Centers	4	264		
	Colleges				
	Adult				
	Adult				
17.2300 Metalworking (General)	Secondary Centers	9	782		
	Colleges				
	Adult				
	Adult				
17.2302 Machine Shop	Secondary Centers	1	30		
	Colleges	2	26		
	Adult				
	Adult				
17.2306 Welding	Secondary Centers	15	909		
	Colleges	4	132		
	Adult				
	Adult				
17.3100 Small Engine Repair	Secondary Centers	8	594		
	Colleges	2	23		
	Adult				
	Adult				
17.9901 Industrial Cooperative Training	Secondary Centers	2	162		
	Colleges				
	Adult				
	Adult				

¹Center includes five postsecondary vocational-technical centers.
Colleges includes three community colleges and Northern Montana College
Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

TABLE VIII

SECONDARY, POSTSECONDARY, AND ADULT
FY 80 GOALS AS RELATED TO MANPOWER NEEDS

TRADE & INDUSTRY

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	L
17.9902 Broadcasting	Secondary	1	45			
	Centers					
	Colleges					
17.0100 Air-conditioning	Adult					
	Secondary					
	Centers	1	35			
17.0400 Aircraft Mechanics	Colleges					
	Adult					
	Secondary					
17.1503 Radio/T.V. Repair	Centers	1	60			
	Colleges					
	Adult					
17.1200 Diesel Mechanics	Secondary					
	Centers	1	21			
	Colleges					
17.1200 Truck & Coach Mechanics	Adult					
	Secondary					
	Centers	2	92			
17.1200 Truck & Coach Mechanics	Colleges					
	Adult					
	Secondary					
17.1200 Truck & Coach Mechanics	Centers	1	23			
	Colleges					
	Adult					

¹Center includes five postsecondary vocational-technical centers.
Colleges includes three community colleges and Northern Montana College

Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

TECHNICAL EDUCATION

Technical Education Programs in Montana are two years in length and are conducted only at the postsecondary level. Funded programs are located at Butte, Helena and Missoula Vocational Technical Centers. These programs include civil engineering technology, electrical technology, industrial electronics technology and electro-mechanical technology.

Technical education objectives are generally the same as trade and industrial education programs with the main difference that the content in technical programs stresses the underlying mathematical and scientific principals involved. Technical education graduates work in direct support of professional persons at a level between semi-skilled and professional. They are involved in analysis, design, testing and experimentation - functions usually not the primary tasks of trade and industrial or other vocational graduates.

General information about technical education programs is the same as the narrative and program goals for Trade and Industrial Education.

TABLE IX

SECONDARY, POSTSECONDARY, AND ADULT
FY 80 GOALS AS RELATED TO MANPOWER NEEDS

TECHNICAL

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	I
16.0106 Civil Engineering Technology	Secondary Centers	1	7			
	Colleges					
	Adult					
16.0107 Electrical Technology	Secondary Centers	1	39			
	Colleges					
	Adult					
16.0108 Industrial Electronics Technology	Secondary Centers	1	42			
	Colleges					
	Adult					
16.0109 Electromechanical Technology	Secondary Centers	1	30			
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					
	Secondary Centers					
	Colleges					
	Adult					

¹Center includes five postsecondary vocational-technical centers.

Colleges includes three community colleges and Northern Montana College

Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

INDUSTRIAL ARTS

During FY 80 Industrial Arts programs that meet the intent of federal legislation will be eligible for state funding support. Program applications will be approved based on their meeting guideline that have been adopted to ensure that programs "assist individuals in making informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs." (From Federal Register, October 3, 1977, Sec., 104.592).

Two categories of Industrial Arts programs will be given funding assistance: Occupationally Oriented Industrial Arts and Prevocational Industrial Arts. Occupationally oriented programs will introduce students to the four main clusters of occupations in industry and prevocational programs will provide basic instruction in a single occupational cluster. Both programs will emphasize occupational awareness and knowledge of training and employment opportunities. Since no occupationally oriented industrial arts programs were in operation in FY 79, it will be FY 81 before funding is available in this category.

FY 1980 should see twenty programs developed in prevocational industrial arts--mostly programs categorized as T & I previously.

Goals & Objectives for Industrial Arts FY 1980

1. Develop approvable programs in Industrial Arts.
 - A. Review all proposals, both T & I and Industrial Arts and determine what type of program should be operated in each school. Make recommendations to districts that show how the school can comply with the applicable requirements by next year, and make recommendations for program improvement.
 - B. Fund and assist the Montana State University project to develop a guide to help teachers operate Industrial Arts programs which are occupationally oriented.
2. Develop teachers who are knowledgeable in the methods of organizing and conducting occupationally oriented Industrial Arts programs.
 - A. Conduct, in cooperation with Industrial Arts teacher educators, at least four inservice workshops for sixty teachers in different geographic locations.
 - B. Meet with teacher educators to explore possible pre-service activities, identify a plan of action and begin to make changes.

TABLE X

SECONDARY, POSTSECONDARY, AND ADULT
FY 80 GOALS AS RELATED TO MANPOWER NEEDS

INDUSTRIAL ARTS

O.E. CODE AND PROGRAM	PROGRAM LEVEL ¹	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	I
99.0402 Prevocational Industrial Arts	Secondary	20	600			
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					

¹Center includes five postsecondary vocational-technical centers.

Colleges includes three community colleges and Northern Montana College

Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

WAGE EARNING HOME ECONOMICS GOALS AND OBJECTIVES

Wage Earning Home Economics programs prepare students for entry level employment in Home Economics Wage Earning Occupations; provide student with postsecondary training; and to upgrade the skills of employed workers. In Montana, the Home Economics Wage Earning program contributes to the employment needs in Child Care; Clothing Management, Production and Service; Food Management, Production and Service; and HERO (Home Economics Related Occupations).

Secondary schools providing training in Wage Earning Occupations show a slight increase over last year. There are currently 15 funded programs and the fiscal year 1980 enrollment is projected to stabilize at 850 students. Several schools plan to implement Wage Earning programs in 1980.

Sex Fairness

Enrollment of males continues to increase in Wage Earning Home Economics programs. Over one-third of the total enrollment for Wage Earning classes is male with the closest male/female ratio in Food Service classes.

Advisory Council Involvement

All Wage Earning Home Economics programs obtain services from local advisory councils. Instructors state that councils assist with curriculum planning, program evaluation, and developing long range plans for programs expansion.

Special Needs

Special needs students continue to be "mainstreamed" into regular Wage Earning Home Economics programs. To enhance the effectiveness of the mainstreaming concept, Wage Earning Home Economics instructors indicate there is a need for inservice training to help them better understand the learning problems of these students. A workshop on Mainstreaming Students in Home Economics is planned and materials and resources generated at this workshop will be disseminated to instructors with special needs students in their programs.

Vocational Student Organization - FHA

Future Homemakers of America is a national and state vocational youth organization for secondary students who have taken, or are taking Home Economics or Home Economics Related Occupations classes. Two types of chapters serve members' needs: FHA Chapters for students in Consumer

Homemaking and HERO Chapters for students in vocational preparation for Home Economics Related Occupations. The organization seeks to:

" . . . help youth assume their roles in society through Home Economics Education in areas of personal growth, family life, vocational preparation and community involvement."¹

It is anticipated that the state organization will have 93 affiliated FHA/HERO Chapters with a membership of 2100 during fiscal year 1980. Included in this membership will be 1890 female students, 120 male students and 90 advisers (adult).

Montana FHA chapter activities will continue to focus on projects that are based on student concerns and interests. These projects will be concerned with learning experiences related to careers, aid to the elderly, child development, birth defects, child abuse and nutrition. Chapters emphasize personal growth of members and the individual's desire to work toward change and improvement in the home, school and community.

Home Economics instructors will continue to provide support and coordination between classroom and FHA/HERO activities in Montana.

Goals and Objectives for FY 1980

1. Comprehensive evaluations of 20 percent of all reimbursed Wage Earning Home Economics programs is projected to occur.
2. Initiate procedures for the development of an occupational Home Economics Student Follow-up instrument.
3. Provide an inservice workshop to assist home economics instructors in planning and initiating Home Economics Related Occupation programs in large and small schools.
4. Work with vocational guidance counselors in the public schools to encourage the enrollment and participation of Indian students in Wage Earning Home Economics Education programs.
5. Provide inservice training for instructors who have special needs students enrolled in Wage Earning Home Economics classes.

¹ FHA Chapter, Basics of Organizing, Future Homemakers of America.

TABLE XI
SECONDARY, POSTSECONDARY, AND ADULT
FY 80 GOALS AS RELATED TO MANPOWER NEEDS

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS		
				F	S	T
09.0201 Care and Guidance of Children	Secondary	4	226			
	Centers					
	Colleges					
	Adult					
09.0202 Clothing Management, Production and Service	Secondary	4	148			
	Centers					
	Colleges					
	Adult					
09.0203 Food Management, Production and Service	Secondary	3	70			
	Centers					
	Colleges					
	Adult					
09.0299 Other Home Economics Occupational Preparation	Secondary	4	233			
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					
	Secondary					
	Centers					
	Colleges					
	Adult					

Center includes five postsecondary vocational-technical centers.
Colleges includes three community colleges and Northern Montana College
Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

HUMAN POTENTIAL DEVELOPMENT

HUMAN POTENTIAL DEVELOPMENT

Equal access to vocational programs is a reality in Montana but the sex stereotypes and biases are slow to disappear. Program enrollment percentages indicate minimal changes in the participation of students of one sex toward other sex dominated courses of study.

Student Enrollment	1976			1977			1978		
	Total	F	M	Total	F	M	Total	F	M
Agriculture	4347	9%	91%	4600	11%	89%	3920	9%	91%
Dist. Educ.	1524	51%	49%	1681	55%	45%	1278	55%	45%
Health Occup.	941	93%	7%	985	91%	9%	663	93%	7%
Cons. Homemaking	10784	81%	19%	12414	77%	23%	7843	81%	19%
Home Ec Occu Prep	712	66%	34%	1061	68%	32%	736	68%	32%
Busi. & Office	4563	92%	8%	4653	86%	14%	3285	92%	8%
Technical	174	3%	97%	395	18%	82%	171	4%	96%
T & I	10167	6%	94%	11164	6%	94%	5995	8%	92%

All program evaluation instruments and project proposal application forms have been reviewed and revised to include not only assurances of equal access but also the reduction of sex bias and stereotyping in all programs. Program evaluation visits have been proven successful in review of programs for sex equity requirements and Title IX compliance. In-service and pre-service workshops at secondary and postsecondary schools have addressed the issues of bias and stereotyping in curriculum, instructional materials, counseling procedures, behaviors and attitudes of staff and students, and have encouraged the use of classrooms strategies to reduce the damaging effects of bias and stereotyping.

Mini-grants of \$1,000 each were awarded to ten local educational agencies who would produce model programs, inservice training, curriculum review and/or public information materials to reduce sex bias and stereotyping in vocational education. These projects will be monitored during FY 1980 to assess progress and will be disseminated to vocational educators upon completion.

A public information campaign which included three television and six radio announcements and a poster depicting men and women in nontraditional vocational education programs and jobs was developed, produced and released in April of 1979. This was a joint effort of the Office of Public Instruction, Montana Advisory Council for Vocational Education and Montana Vocational Association.

The Counseling Needs Research Advisory Council was established in October 1978. A survey was developed and completed to establish the vocational counseling and employment related needs of displaced homemakers. A workshop for counselors and administrators at postsecondary centers was held to make information about counseling needs of displaced homemakers available for program implementation.

In an effort to expand the sex roles and career horizons of students the Human Potential Development Division will seek to develop and implement programs to foster an awareness of the behaviors and attitudes that perpetuate sex bias and sex role stereotyping in vocational education and to resolve problems indentified by program review and enrollment patterns.

Goals and Objectives FY 1980

1. Publicize 25 local vocational education programs which are effective examples of co-educational learning experiences (104.75;a)
2. Develop and produce a packet of materials to include federal requirements (Title IX and Title II -- including grievance procedure) and state policies regarding sex equity, resource materials to reduce sex bias and stereotyping, field services technical assistance available, and disseminate to district counselors, vocational education teachers, and administrators (104.75; a,g.)
3. Distribute a list of resource materials available from Human Potential Development Division to vocational education teachers and counselors(104.75; a,g.)
4. Develop set of twelve posters depicting persons employed in non-traditional jobs and disseminate to vocational education teachers (104.75; c,g.)
5. Make presentations on nontraditional occupational opportunities upon request to youth leadership organizations, student groups, and other organizations (104.75; a,g).
6. Assist the Sole Agent of Vocational Education in publicizing public hearing on FY 1980 Annual Plan by corresponding with school counselors and women's advocacy groups (104.75;a).
7. Secure and disseminate information concerning enrollment patterns at secondary and postsecondary schools and status of vocational education instructional and administrative employees to Montana Advisory Council for Vocational Education, Sole Agent Vocational Education, local education agencies, and other interested group (104.75; b).
8. Continue to revise and update project application and enrollment forms to include male/female data on status of students and employees (104.75;b).
9. Work with State Deparment of Vocational Education program consultants to initiate procedures to increase enrollment of nontraditional students (104.75;c).

10. Work with Montana VIEW consultant to develop bias free occupational information, special decks on apprenticeship programs, and a card on women, work, training opportunities, and advantages of nontraditional employment (104.75; c).
11. At time of on-site evaluations of secondary school vocational education programs, encourage LEA'S to publish Title IX grievance procedures in student handbook and teacher guidelines (104.75;c).
12. Revise all project application forms to include a section on how sex bias and stereotyping will be reduced in LEA local plan for vocational education and each project submitted. Select, at random, several projects when submitted to assure requirements are addressed (104.75;d).
13. To evaluate and assure that sex equity is addressed in all grants submitted for disadvantaged/handicapped and innovative/exemplary projects (104.75;d).
14. Review all approved vocational education programs for sex discrimination, sex bias, and Title IX compliance through revised project application and evaluation forms (104.75;e)
15. Participate with state program consultant to complete on-site evaluations of 20 percent of all state approved secondary vocational education programs (104.75;e).
16. Disseminate information regarding federal and state employment laws prohibiting sex discrimination to LEA administrators and personnel directors (104.75;f).
17. At time of on-site evaluations of secondary vocational education programs, review local employment application procedures, employee guidelines, Superintendent of Public Instruction policies and procedures, Title IX self evaluation, and teacher salary scales to assure equality in employment practices (104.75; f,i).
18. Develop methods and provide technical assistance to teachers, administrators, and counselors to improve educational equality, classroom environment, testing and placement, attitudes and behaviors of staff and students in secondary and postsecondary vocational education programs by providing inservice and preservice training, materials for evaluation of curricular and instructional materials, and guidelines for local advisory councils (104.75;g).
19. Develop a statewide network to train 25 persons to conduct local inservice workshops on strategies to effectively reduce the effects of sex bias and stereotyping in vocational education and correct enrollment imbalance in one-sex dominated courses (104.75;g).

20. At time of on-site review of secondary and postsecondary vocational education programs, review Title IX self evaluation (104.75;i).
21. Continue to serve on the State Planning Council as the representative for women's advocacy, review state plan to assure all requirements for sex equity are met and submit recommendations prior to submission of plan to U.S. Commissioners of Education (104.75;j).
22. Coordinate activities with SEE (Striving for Equality in Education) Institute (Title IX Resource Center) to develop workshops for Title IX coordinators to review compliance requirements (104.75;h).
23. Develop a model program to meet the vocational counseling and employment related needs of displaced homemakers based on the survey conducted by the Counseling Needs Research Advisory Panel in FY 1979 by developing guidelines and issuing REPs to LEAs.

The Human Potential Development consultant will work in cooperation with Title IX Resource Center (SEE Institute, Billings, MT.), Region VIII General Assistance Center, Weber State in Ogden, Utah, Department of Labor (Women's Bureau, Apprenticeship Bureau, Employment and Training Council, Employment Security), MACVE, MVA, and Department of Vocational and Occupational Education for effective program development to meet the changing needs of persons seeking vocational training and employment.

Incentives offered to LEAs will include the following:

- a. Reimbursement of all travel, lodging, and per diem expenses to attend inservice/preservice training workshops.
- b. Awards for youth leadership organizations that develop innovative programs in career exploration with emphasis on nontraditional careers.
- c. Publicity for programs that are effective examples of co-educational learning experiences.
- d. Establishment of mini-grants award to LEAs who submit acceptable project proposals to review curriculum, provide staff inservice, develop recruitment procedures, improve counseling procedures, and/or develop public information materials.
- e. Acquire and make available college credit for summer sex equity workshops and local teacher certification inservice credit for staff inservice workshops.

Displaced Homemakers

A workshop on the Counseling Needs of Displaced Homemakers was held May 23-24, 1979, for Vo Tech and Community College Counselors. Information concerning the vocational counseling and employment related needs of displaced homemakers was made available to the counselors through a series of panels and presentations over the two day period. Discussions were held concerning the implications of this information for counseling, vocational education and other education programs and support services at postsecondary centers.

\$10,710 will be made available from Section 120 to organize and implement education programs to prepare displaced homemakers for employment, how to seek employment, and placement services upon graduation from these programs.

(See Counseling Needs Research Project for further explanation of needs assessment, advisory panel, and suggested program recommendations.)

Definition of Displaced Homemaker

Displaced homemaker is a person who has not worked in the labor force for a substantial number of year, but has, during those years, worked in the home providing unpaid services for family members; because of dissolution of marriage and loss of spouse's income she must seek employment to support herself and often a family and is experiencing difficulty in obtaining or upgrading employment because of lack of job related skills, recent work experience or adequate training.

COUNSELING NEEDS RESEARCH PROJECT

The Counseling Needs Advisory Panel for Displaced Homemakers conducted a survey during FY 1979 to assess the vocational counseling and employment related needs of displaced homemakers in Montana. This project was operated from Section 131 research funds. Results of the Counseling Needs Survey were completed in May, 1979, and program recommendations will be made upon analysis of those findings before the end of FY 1980.

Funds will be made available to continue convening the Advisory Panel for FY 1980. Their task will be to assist in the development and implementation of programs for displaced homemakers.

Goals and Objectives for FY 1980

1. Inservice training materials concerned with the special problems of displaced homemakers for dissemination to counselors in postsecondary vocational technical centers and community colleges.
2. Regional workshops on career planning and employment related skills for displaced homemakers.
3. Collection of informational materials concerning vocational education training opportunities (especially in nontraditional occupational areas), location of counseling services, and programs for displaced homemakers. Dissemination of collected materials to Women's Centers, County Extension Clubs, YWCA's, and other interested groups.
4. Monitoring activities of Governor's Employment and Training Council and Employment Security Division of the Department of Labor to assure that the special employment needs of displaced homemakers are met, coordinate activities, and provide technical assistance upon request.
5. Development of guidelines and issuance of RFPs for model training programs for displaced homemakers. (request for proposal)

DISADVANTAGED AND HANDICPPED

GOALS AND FUNDING RATIONALE FOR SPECIAL
DISADVANTAGED/DISADVANTAGED AND HANDICAPPED PROGRAMS

Special Disadvantaged (Section 140) Funds

Many secondary schools which are located in areas of high unemployment and high dropout rates lack vocational training programs due to high start-up and equipment costs. Those schools in which vocational programs do exist, frequently, lack the funds to upgrade existing programs. To overcome these obstacles, Special Disadvantaged Funds will be used to fund three projects during FY 80 in which disadvantaged youth in areas of high dropout rates and/or high unemployment rates may acquire entry-level employment skills. School districts will be encouraged to form consortiums in order to share facilities, resources, and equipment where it is geographically feasible. Funding for these projects will be limited to one-year duration and will be designated to meet up to 100% of the start-up costs involved. Each district or consortium of school districts that receives funding for the training program in its area will be required to make prior assurance to continue local funding of the program for an additional three years following the withdrawal of state vocational education support. The agreement will be qualified, however, by a statement that such an assurance is based upon the program meeting certain requirements during an evaluation to be completed at the end of the first year by the parties involved. Three Special Disadvantaged projects will be started in fiscal year 1980.

Polson High School will receive a \$28,000 grant to initiate an ornamental horticulture project which is intended to provide entry-level skills for employment in the orchards of Lake and Flathead Counties. This program will serve 40 students.

Hot Springs High School in Sanders County is located in an area of high youth unemployment. A \$20,000 grant will be made to this district to purchase automated teaching systems. These systems will provide prevocational Trade and Industry training for 37 students.

A \$20,000 grant will be made to Eureka High School to upgrade equipment and curriculum in the areas of Drafting, Metalworking, and Auto Mechanics. Two hundred sixteen students will be involved in these programs.

Disadvantaged Programs Funded with Set-Aside Monies

Meeting the vocational education needs of disadvantaged students in rural areas of Montana continues to be high on the list of Special Needs priorities. The following goals are based upon this premise:

1. Assessment of each rural high school's disadvantaged student's abilities, interests, and vocational training needs.
2. Vocational guidance will be provided for each disadvantaged student to insure appropriate vocational training on a secondary or postsecondary level.
3. Secure follow-up information on each Special Needs student upon completion of the special program.
4. Provide rural high school administrators with information relative to the availability of Special Needs funding and the subsequent application process.
5. Encourage school districts to form consortiums in order to share facilities, resources, and equipment where it is geographically feasible.

The following programs are projected to serve disadvantaged students during fiscal year 1980:

1. The Montana Probation and Parole Bureau will be granted \$31,928 for the excess costs of a program to provide pre and post release vocational guidance to those who are or have been incarcerated at Montana State Prison. An estimated population of 120 will receive the services of this program.
2. A consortium of four high schools--Red Lodge, Bridger, Belfry and Joliet--will share prevocational automated teaching programs. A grant of \$45,489 for excess costs will be made to this consortium to serve sixty students.
3. Great Falls secondary schools will be granted \$81,827 to compensate for the excess costs of operating vocational programs in an alternative school for 200 dropouts and teen-aged mothers.
4. The Salish-Kootenai Community College will continue to offer Forest, Fishers, and Wildlife management courses to 35 Native Americans. A grant of \$33,247 will pay the excess costs of operating this program.
5. \$49,000 will be allocated to Swan River Youth Forest Camp to upgrade existing Trade and Industry programs to serve 100 students.

6. Opheim, Peerless and Nashua High Schools as a consortium will continue to offer small engine repair, home maintenance and business and office education for 120 students at an excess cost of \$33,702.
7. Lambert, Savage and Richey High Schools will add diesel instruction to the existing automated teaching system and will continue to offer business and office education to 26 disadvantaged students. The program excess costs have been determined to be \$35,000.
8. Automated Teaching in prevocational trade and industry will continue to be offered in the Scobey, Flaxville and Outlook consortium to serve 85 students at an excess cost of \$35,000.

Handicapped Programs Funded with Set-Aside Monies

Systems of assessment of a handicapped student's vocational interests, aptitudes and psychomotor abilities are almost nonexistent in Montana. The following goals are intended to improve this situation.

1. Encourage rural high schools to establish consortiums to provide thorough assessment in the following areas:
 - a. Individual Achievement Test
 - b. Psychological Evaluation
 - c. Physical examination
 - d. Work attitude and aptitude evaluation (psychomotor)
2. Utilize assessment data to assist the development of the Individual Education Program for appropriate training and employment assignments.

The following programs are projected to serve handicapped students during fiscal year 1980.

1. Granite County High School will provide vocational guidance to fourteen handicapped students with a \$15,879 grant to meet the excess costs of the project.
2. Flathead High School will provide tutorial services for 32 handicapped students. A \$41,308 grant will be awarded this school to pay the excess costs of the program.

FY 80 SPECIAL NEEDS VOCATIONAL EDUCATION PROJECTS

Projects on the following page were reviewed by the Project Review Committee of the Department of Vocational and Occupational Education on May 29, 1979, and are recommended for inclusion into the FY 80 State Plan.

FISCAL YEAR 1980

SECTION 140 SPECIAL DISADVANTAGED

ALLOCATION OF FEDERAL FUNDS:

GRANT AWARD	\$ 79,785
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APPROVED PROJECTS:

0007	Polson High School	\$ 27,875.00
0042	Hot Springs High School	20,000.00
0352	Lincoln County High School	20,000.00
	Troy High School	<u>11,910.00</u>

TOTAL PROJECT ALLOCATION

79,785

BALANCE

-0-

FISCAL YEAR 1980

SECTION 130 DISADVANTAGED AND HANDICAPPED

ALLOCATION OF FEDERAL FUNDS:

GRANT AWARD 130 DISADVANTAGED	\$ 93,817.00
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APPROVED PROJECTS:

0018	Northern Montana College	\$ 60,000.00
0043	Montana Easter Seal Society	28,006.00
	Montana Parole Board	<u>5,811.00</u>

TOTAL PROJECT ALLOCATION	<u>93,817.00</u>
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BALANCE	-0-
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GRANT AWARD 130 HANDICAPPED	\$ 46,909.00
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APPROVED PROJECTS:

0043	Montana Easter Seal Society	\$ 28,006.00
0020	Montana State University	7,738.00
0020	MSU (Budget amendment)	4,000.00
	Montana Parole Board	<u>7,165.00</u>

TOTAL PROJECT ALLOCATION	<u>46,909.00</u>
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BALANCE	-0-
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FISCAL YEAR 1980

SECTION 120 DISADVANTAGED

ALLOCATION OF FEDERAL FUNDS:

GRANT AWARD	\$ 375,268
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APPROVED PROJECTS:

0021	Montana Probation	\$ 18,431
0025	Red Lodge High School	45,488
0030	Great Falls Public School	81,827
0029	Salish-Kootenai Community College	33,257
0041	Scobey Public School	35,000
0001	Swan River Youth Camp	35,000
0221	Opheim High School	33,702
0220	Whitewater High School	14,275
0351	Lambert High School	34,800
0001	Swan River (budget amended)	14,000
0423	Butte Vo Tech	<u>29,488</u>

TOTAL PROJECT ALLOCATION

\$ 375,268

BALANCE

-0-

FISCAL YEAR 1980
SECTION 120 HANDICAPPED

ALLOCATION OF FEDERAL FUNDS:

GRANT AWARD \$ 187,634

APPROVED PROJECTS:

0027	Granite County High School	\$ 15,879
0032	Park County High School	12,791
0054	Flathead County High School	41,308
0052	Bozeman Public School	17,269
0053	Warm Springs (Children)	18,565
0483	Wolf Point High School	6,360
0354	State Deaf School	38,256
0456	Butte High School	10,000
	Swan River Youth Camp	5,500
0439	Warm Springs (Adult)	<u>21,706</u>

TOTAL PROJECT ALLOCATION \$ 187,634

CONSUMER AND HOMEMAKING EDUCATION

CONSUMER AND HOMEMAKING EDUCATION

Consumer and Homemaking Education prepare youth and adults (both male and female) for the occupation of homemaker; to assist consumers; to enhance the quality of personal and family life; and help improve home environments. During fiscal year 1980, the consumer homemaking program components shall include, but are not limited to: Family and Parenthood Education, Child Development, Food and Nutrition, Consumer Education, Housing and Interior Environments, Management of Resources and Clothing and Textiles.

The need for an extensive Family Life, Parenthood Education and Consumer and Homemaking Education program is apparent when one reviews Montana's vital statistics for 1977. This statistical report released in 1979 by the Department of Health and Environmental Sciences reflects that Montana's divorce rate continues to exceed the national average. Out-of-wedlock births increased from 1219 in 1975 to 1469 in 1977. One half of these babies were born to teenage mothers. In 1977, 34.7% of the abortions performed in Montana involved women under 20.

Sex Fairness

Inclusion of males into all subject matter areas of consumer and homemaking education continues to expand. Surveys indicate that increased emphasis is being placed on preparation for the dual role of family member and wage earner.

Home Economics instructors are continuing their efforts to update program resource materials to eliminate sex stereotyping.

Advisory Council Involvement

Consumer and Homemaking programs continue to be strengthened and expanded as a result of advisory councils' efforts. Advisory councils have been instrumental in curriculum revision, surveying community needs and in generating public support and awareness of home economics education.

Special Needs Population

Special needs students continue to be "mainstreamed" into regular Consumer and Homemaking programs. To enhance the effectiveness of the mainstreaming concept, there is a need for inservice training to help instructors better understand the learning problems of these students.

Goals and Objectives for FY 1980

1. Comprehensive evaluation of 20 percent of all reimbursed consumer and homemaking programs.
2. Encourage Consumer and Homemaking instructors to increase the involvement of their advisory council in curriculum revision, in evaluating existing programs and in developing long range plans for program expansion.
3. A workshop for Consumer and Homemaking instructors will be conducted on mainstreaming students in Home Economics. Participants will be instructed in the positive management of mainstreamed home economics students; evaluate curriculum materials; and develop curriculum materials plus developing procedures for their use and evaluation. Results will be disseminated statewide.
4. Area inservice workshops for Consumer and Homemaking instructors will be conducted during FY 1980 with the support of Section 150 funds.
5. Initiate procedures for the development of guidelines for the distribution of funding for consumer and homemaking programs in economically depressed areas.

Vocational Student Organization - FHA

(Refer to the Wage Earning Education narrative for a description of the Future Homemakers of America.)

TABLE XII

SECONDARY, POSTSECONDARY, AND ADULT
FY 80 GOALS AS RELATED TO MANPOWER NEEDS

O.E. CODE AND PROGRAM	PROGRAM LEVEL	NO. OF PROGRAMS	ENROLLMENTS	ALLOCATIONS	
				F	S
09.0101 Comprehensive Homemaking	Secondary Centers	98	11,760		
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				
	Secondary Centers				
	Colleges				
	Adult				

Center includes five postsecondary vocational-technical centers.

Colleges includes three community colleges and Northern Montana College

Adult includes vocational training, retraining, upgrading, and apprenticeship programs.

C - indicates number of students enrolled in Cooperative Programs

SOURCE OF DATA: Office of Public Instruction Enrollment Figures

PROGRAM IMPROVEMENT AND SUPPORTIVE SERVICES

PROGRAM IMPROVEMENT AND SUPPORTIVE SERVICES

Research Coordinating Unit

Funds made available to Montana under Section 130 of P.L. 94-482 will be used for support of a Montana Research Coordinating Unit and for contracts by that unit in accord with a comprehensive plan of program improvement.

Use of Funds for Research Programs

From the funds applied to the Research Coordinating Unit, monies will be set aside for research activities in the areas of:

1. Applied research and development in vocational education'
2. Experimintal, development and pilot programs and projects designed to test the effectiveness of research findings, including programs and projects to eliminate sex bias and sex role stereotyping;
3. Improved curriculum materials for presently funded programs in vocational education and new curriculum materials for new and emerging job fields, including a review and revision of any curricula developed to insure that such curricula do not reflect stereotypes based on sex, race, or national orginis;
4. Projects in the development of new careers and occupations such as:
 - a. Research and experimental projects designed to identify new careers in such fields as mental and physical health, crime prevention and correction, welfare, education, municipal services, child care, and recreation, requiring less training than professional positions, and to delineate within such career roles the potential for advancement from one level to another;
 - b. Training and development projects designed to demonstrate improved methods of securing the involvement, cooperation, and commitment of both the public and private sectors toward the end of achieving greater coordination and more effective implementation of programs for the emplyment of persons to prepare professionals (including administrators) to work effectively with aids; and
 - C. Projects to evaluate the operation of programs for the training, development, and utilization of public service aides, particularly their effectiveness in providing satisfactory work experiences and in meeting public needs; and

5. Dissemination of the results of the contracts made pursuant to paragraphs (1) through (4), including employment of persons to act as disseminators, on a local level, of these results.

Research Goals

The major emphasis for the use of research funds for the planning period will be in the areas of applied research and development, experimental developmental, and pilot programs. The data requirement specified by P.L. 94-482 necessitate that current information gathering systems be revised and expanded to provide necessary information for the annual and the five year plan, the annual accountability report, implementation of the State Occupational Information Coordination Committee, and development and implementation of fiscal accounting procedures to provide accountability in the use of vocational education funds.

The Use of Funds for Exemplary and Innovations Programs

Montana's prime thrust in the application of Exemplary funds will be to develop and implement training opportunities for persons in the sparsely populated rural areas of the state. The use of funds available under Section 130 of the Act for Exemplary Projects will be directed towards educational concepts which exhibit a high degree of creativity and innovation. These elements of creativity and innovation must endeavor to resolve a vocational education problem common to a major geographic portion of population of the state. Another thrust in the application of Exemplary funds will be to fund projects which will develop in depth assessment of vocational interests and abilities of the disadvantaged and handicapped. A grant to the Helena Easter Seal Center during Fiscal year 1979, will be continued to demonstrate to small rural high schools methods of assessing individual achievement, psychological evaluation, work attitudes and aptitude evaluation (psychomotor.)

Exemplary funds will also be used to develop and implement training opportunities for persons in the sparsely populated rural areas of the state. It has been ascertained that Section 120 set-aside funds have been meeting the needs of the economically disadvantaged in the urban centers have vocational training facilities to meet the needs of persons desiring such training. The unskilled worker and the unemployed individual's needs are apparently being met through the Montana Employment Service and the C.E.T.A. programs throughout the state. The Limited English Speaking populations represents .95 of one percent of the total population of Montana. The needs of this population can be met through the Disadvantaged set-aside monies. Project VIEW, Career Education and Human Potential Development, segments of the Office of Public Instruction, are involved in broadening the occupational aspirations and opportunities of all youth in Montana. One means of providing training opportunities for persons in sparsely populated rural areas is the utilization of mobile classroom

units. Indications are that the vocational areas of Trade and Industrial Education Distributive Education, and Business and Office Education readily lend themselves to this method of providing vocational education. Consideration is currently being given to the funding of a consortium of schools for three mobile units in the aforementioned vocational areas.

Funds under Exemplary Programs may be used as follows:

1. In programs to assess vocational attitude and aptitudes.
2. In programs to develop training opportunities for:
 - a. Persons in sparsely populated rural areas (including the seven Indian reservations); and
 - b. Individuals migrating from farms to urban areas.
3. In programs to develop high quality vocational education programs for urban centers with high concentration of:
 - a. Economically disadvantaged individuals;
 - b. Unskilled workers; and
 - c. Unemployed individuals.
4. In programs of effective vocational education for persons of limited English-speaking ability.
5. In establishment of cooperative arrangements between public education and manpower agencies; designed to correlate vocational education opportunities with current and projected needs of the labor market.
6. In programs designed to broaden occupational aspirations and opportunities for youth, especially for youth who have academic, socio-economic, or other handicaps. These programs include:
 - a. Programs and projects to familiarize elementary and secondary students with the broad range of occupations for which special skills are required and the requisites for careers in those occupations; and
 - b. Programs and projects to facilitate the participation of employers and labor organizations in postsecondary vocational education.

Every contract made by a research coordinating unit for the purpose of funding exemplary and innovative projects shall:

1. Give priority to programs and projects designed to reduce sex bias and sex stereotyping in vocational education;

2. To the extent consistent with the number of students enrolled in private nonprofit schools in the areas to be served, whose educational needs are of the type which the program is designed to meet, make provision (in accordance with the requirements set forth in Section 104.533) for the participation of these students in the program; and also
3. Provide that the Federal funds made available for exemplary and innovative programs to accommodate students in nonprofit private schools will not be commingled with State or Local funds.

Application Procedures

Applications for Exemplary grants will be submitted to the State Director of Vocational Education. The applications will adequately describe:

1. The nature and purpose of the project;
2. The procedures which explain how the goals and objectives will be achieved;
3. How the results will be utilized;
4. Dissemination procedure of results;
5. Budget sheet with justification of specific line items; and
6. Qualifications of personnel.

Review of Applications

The members of the Department of Vocational Education will review exemplary applications to determine the accommodation of exemplary criteria as set forth in paragraphs 1-6 on page 111 and paragraphs 1-3 on pages 111 and 112. The elements of creativity and innovation will be carefully examined in each application.

Application Approval or Disapproval

The recommendation of the Division of Program Development will be presented to the Program Review Committee of the Department of Vocational and Occupational Education.

Use of Funds for Curriculum Development Programs

Funds made available for Research Coordinating Unit for curriculum development programs will be expended for:

1. Development and dissemination of vocational education curriculum materials for new and changing occupational fields;
2. Development and dissemination of vocational education curriculum materials for:
 - a. Handicapped

- b. Disadvantaged persons (other than handicapped persons);
 - c. Persons of limited English-speaking ability;
3. Development and dissemination of curriculum and guidance and testing materials designed to overcome sex bias in vocational educational programs.
 4. Support services designed to enable teachers to meet the needs of the individuals enrolled in vocational education program traditionally limited to members of the opposite sex; and
 5. Development and dissemination of other curriculum materials designed to improve the state's vocational education programs.

The existing liaison with the Northwest Curriculum Management Center, a part of the National Network for Curriculum Coordination, will continue to provide the bulk of curricula materials utilized within the State. However, the Distributive Education Instructional Materials Laboratory will continue to be funded to provide a curriculum resource to all coop teachers in the State. Other available funds will be used for revision of curriculum materials to eliminate sex role stereotyping.

Submittal of Applications

Two (2) copies of the application will be submitted to the Research Coordinating Unit for transmittal with recommendations to the Superintendent of Public Instruction. Application will contain the following information:

1. Statement of the nature, need, purpose and objectives of the project and its relation and contribution to vocational education.
2. Description of previous findings relative to the the project.
3. Description of the activities including the method to be used in analyzing data.
4. Description of the population or sample to be served or used.
5. Duration of the project and time schedule and sequence of project activities.
6. Names and qualifications of personnel.
7. Description of facilities.
8. Description of the methods for evaluating the project.

Notification to Commissioner and the National Center for Research in Vocational Education

Within thirty calendar days after approval of the project by the Superintendent of Public Instruction, the Research Coordinating Unit will transmit to the U. S. Commissioner of Education and the National Center for Research in Vocational Education two copies of an abstract of each approved project for program improvement, containing the source and amount of funds obligated for each project. Further, within three months of the ending date of the project, the Research Coordinating Unit will transmit two copies of the final report to the Commission and the N.C.R.V.E.

VOCATIONAL PERSONNEL DEVELOPMENT PROGRAMS & SERVICES

1. Nature and Purpose of Vocational Personnel Development Programs

Activities will be encouraged which not only help provide an adequate supply of vocational education teachers but will also promote high quality in both new and experienced teachers and administrators.

2. FY 80 Goals and Objectives for Personnel DevelopmentGoal:

To improve the quality of instruction in vocational programs by providing relevant inservice and preservice training.

Objectives:

- a. Update resources, materials and equipment in teacher education departments. (preservice)
- b. Provide inservice workshops for vocational instructors and administrators that meet identified needs. (inservice)
- c. Provide technical assistance to vocational student teachers during their student teaching experience. (preservice)
- d. Provide technical assistance to first year vocational teachers. (inservice)
- e. Provide consultant service and technical assistance to vocational student organizations. (preservice - inservice)

3. Procedure for Preservice and Inservice Personnel Development

Form VZ0879 will be the basic proposal format to be utilized for Teacher Training programs. Project proposals will be reviewed and approved by program consultants in the Department of Vocational and Occupational Education, Office of Public Instruction. Funding for approved programs will be determined by set-aside Section 135 monies.

Section 136: Grants to Overcome Sex Bias

Funds were made available in the amount of \$10,000 for FY 1979 to support activities which showed promise of overcoming sex bias and stereotyping in vocational education.

Ten \$1,000 sex equity mini-grants were awarded to local school districts for model programs, inservice training, curriculum review, and/or public information materials to reduce sex bias and stereotyping in vocational education. These grants will be monitored during FY 1980 to assess progress and will be disseminated to vocational educators upon completion.

Funds will become available from this section contingent on the results of the mini-grants in sex equity and the availability of funds.

VOCATIONAL GUIDANCE GOALS AND RATIONALE

The Department of Vocational and Occupational Services of the Office of Public Instruction has identified the following components as those which comprise a quality system of vocational guidance and counseling. These components include the facilitation of student self-awareness as to interests, abilities, aptitudes, aspirations and values; provision of specific and relevant information about the world of work; development of decision-making skills by which to narrow career options to an occupational choice; identification of sources of financial aid; and follow-up studies as to student educational and vocational placement.

Efforts will be made to develop and disseminate an up-to-date statewide occupational information system and to provide minimal in-service training on the basics of vocational guidance on a regional basis in 1980.

Beginning in 1980, it is anticipated that funding will be available to provide in-depth training for counselors. This training will emphasize student self-awareness, assessment, decision-making and employability skills and will be offered through university level extension courses and short-term workshops. Along with training, other ongoing efforts will continue, such as providing occupational information and resource materials.

Also beginning in 1980, contingent upon sufficient funding levels, a directory of postsecondary occupational training opportunities in Montana will be disseminated; a circulating library of resource materials will be implemented; and scoring for Differential Aptitude Tests will be partly funded.

Counselors at the secondary level have identified sources of financial aid available to students, and should be prepared to refer students to the appropriate source.

Follow-up studies of secondary level students will be accomplished through the complete Management Information System now being developed by the Department of Vocational and Occupational Education of the Office of Public Instruction. Planning efforts in the area of guidance and counseling will be greatly facilitated when educational and vocational placement information is known.

Counselors in the postsecondary vocational technical centers currently offer the following types of guidance services:

1. Conduct initial student intake by telephone, correspondence, or in person;
2. Provide information on occupational options to better assist the student in making logical, realistic choices;
3. Counsel prospective students regarding career goals, career planning, and occupational choice;
4. Assess and evaluate, by various methods, the ability of prospective students to benefit from their proposed course in instruction;
5. Interpret individual test scores as necessary;
6. If students are found to be deficient in any area necessary to succeed in the program, counselors will make appropriate referrals to remediate the deficiency;
7. Inform students as to school policies, application procedures, financial aid programs available, etc.;
8. Encourage students to visit the institution, to meet with instructors and counselors before final acceptance into a program;
9. Register and assist in scheduling all vocational students;
10. Consult with teachers to better assist all students to benefit from the programs in which they are enrolled;
11. Provide individual and group counseling as appropriate with regard to occupational, educational, personal and social problems;
12. Counsel and/or refer students with immediate needs (i.e., legal, financial, health, child care);
13. Coordinate services with appropriate state and federal agencies; (i.e., Vocational Rehabilitation, CETA, etc.);
14. Assist other staff (teachers, placement personnel) in counseling students as to employability skills such as job application procedures;
15. Assist in placement services for graduates;
16. Coordinate program evaluation and follow-up activities; and
17. Make high school visitations to provide information on programs, availability of training opportunities in Montana and materials needed for entry into school.

Montana will provide guidance counselors with information, training and materials which reflect changing work patterns and nontraditional occupational trends during FY 80. This effort will be coordinated with the activities of the State Human Potential Development Consultant.

Montana VIEW

Program Description

Montana VIEW (Vital Information for Education and Work--formerly known as Project VIEW) is a career information delivery system which assists students in determining their future educational and occupational goals. Information on over 350 employment positions is provided on microfilm. The material is presented in an easy-to-read form, and the microfilm reader has been designed to be utilized independently by students or in a classroom setting.

Employment opportunities in Montana are constantly changing as are the skills, knowledge and training required for particular positions. Individuals of both sexes and all racial and ethnic backgrounds are beginning to choose occupations with less regard for their physical characteristics and more concern for their abilities and aspirations. These factors highlight the need for a systematic approach to maintaining a current bank of occupational and educational information (Montana VIEW).

Sex Fairness

Original VIEW materials were written with reference to sex preference and characteristics in several occupational areas. Much time is being devoted to eliminate sex-bias and stereotyping by editing all VIEW materials.

Special Needs

Existing VIEW materials are being used at three special needs sites: Mental Health Center, Great Falls; Social Rehabilitation Service Training Center, Great Falls; and Helena Industries Incorporated, Helena. Special needs consultants and teachers are being contacted regarding feasibility of developing a separate VIEW deck for this sector.

Goals for Fiscal Year 1980

1. A VIEW inservice training program will be offered to participating schools.
2. Nonparticipating schools will be encouraged to develop VIEW programs to help students increase their awareness of career opportunities.

- 3.. Collect current occupational data and update one-third of the VIEW deck and all other VIEW materials (Counselors' Manual and VIEW Index).
4. Develop a VIEW deck of apprenticeship program offerings in Montana.
5. Continue to work closely with the Human Potential Development and Special Needs Consultants.

Goals and Objectives for FY 80

1. On-site visitations will be conducted at 20 percent of existing programs and at each new program.
2. Nonparticipating schools will be contacted either through workshops, personally, by telephone or letter to explain advantages of the program and encourage participation.
3. Work with the Department of Labor and Industry, Coordinator of the Educational Information Centers, and private professional and industrial sectors to collect current data.
4. Work with the Apprenticeship Bureau to obtain information on occupations for apprenticeship in Montana and disseminate materials to schools.
5. (a) Help inform both men and women of the availability of apprenticeship programs.

(b) Work with counselors and teachers in demonstrating ways VIEW materials can be used with mainstreamed special needs students.

Tax Credit for Employers Participating in Cooperative Education Programs

The Revenue Act of 1978 (PL95-600) established the Targeted Jobs Tax Credit (TJTC). The tax credits apply to wage costs incurred by firms between January 1, 1979, and December 31, 1980. This applies to employers who employ a "youth participating in a cooperative education program"¹.

In order for employers to receive this tax credit for cooperative education students, the following procedures should be used:

1. Responsibility of the state sole agent for Vocational Education.

The sole agent must certify that the school's cooperative vocational education meets the requirements of PL94-402; Section 122; 45 CFR 104.531 through 104.538. These requirements are:

- a. It is a six digit O.E. Code program of Vocational Education.
- b. There is a written agreement between the school and the employers.
- c. There is instruction (including required academic instruction) in school related to the job in any occupation.
- d. The alternation of study and work are planned and supervised by the school and employer in order to further the student's education and employability.
- e. Students are employed and compensated in conformity with federal, state and local laws.

2. Responsibility of the Local School

The local school shall process Internal Revenue Service (IRS) form 6199 to certify that students are attending a qualified cooperative vocational education program. The course must meet the above stated requirements.

3. The Responsibility of the Student or Employer

The student or employer shall obtain the IRS form 6199 from the local school as certification that the employer is providing employment for a vocational education student attending a qualified cooperative education program. The employer can use this certification to obtain a tax credit with the IRS.

¹Section 321, (1) Subtitle C; Public Law 95-600.

National Vocational Education Professional Development Consortium

During FY 1979 a consortium, made up of representatives from each of the fifty states, was organized, by-laws written, and dues set. The consortium will become operations in FY 1980. The dues for FY 1980 for Montana will be \$1,000 (one thousand dollars) to be allocated from federal funds.

The overall purpose of the consortium is to support the leadership development activities for state directors and their staff.

APPENDIX



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59601
(406) 449-3095

Georgia Rice
Superintendent

May 25, 1979

TO: District Superintendents/VoEd Coordinators

FROM: Larry C. Key, *[Signature]* State Director, Vocational Education

RE: Secondary Vocational Education Programs and Funding

The enclosed forms and information pertain to the financial and pupil data we will need to disperse the \$1,500,000 appropriated by the 46th Legislature for secondary vocational education.

The amount of vocational monies schools will receive will be based on the full time equivalent number of students enrolled in the approved programs during the preceding year and the weighted factor assigned to each program. The weighted factor for each program was determined by the additional costs it takes to operate each program.

You will note on the expenditure report that the monies received during the 79-80 school year (FY 80) must be used in the seven additional cost categories. During FY 80 these seven categories must have increased from FY 79 by the amount of monies the district will have received for each program. FY 79 will be used as the base year for monies received in FY 80 and FY 81. \$714,000 will be dispersed during the 79-80 school year and \$786,000 during the 80-81 school year.

The following information/forms are enclosed:

Secondary Vocational Education Application and Funding Procedures FY 1980-81 -- An explanation of the application and funding procedures that will be utilized to distribute secondary vocational funds appropriated by HB 537.

Certified Expenditure Report for a Vocational Education Project -- The purpose of this form is for the district to itemize and certify all expenditures for each approved vocational program for the FY 79 and FY 80.

Annual Vocational Education Pupil Data and School Term Report -- The pupil aggregate days belonging, by vocational program (Ag., Home Ec., D.E., etc.) area is necessary to compute the amount of money school districts will receive for their vocational programs in the fall of '79.

Secondary Vocational Education Funding Categories -- A list of each vocational program (including co-op) by unit and weighted factor.

U.S. Office of Education Occupational Codes and Titles -- This list supplies the O.E. six digit code for each vocational program.

Vocational Student Enrollment Statistical Report -- Pupil enrollment data by course and sex, is necessary to compile statistical data regarding secondary vocational programs in Montana.

If you have any questions on any of the enclosed materials please do not hesitate to contact us.

ae

Enclosures

Secondary Vocational Education Application
and Funding Procedures FY 1980-81

I. Authorization: House Bill 537 - 46th Montana Legislature

Title: AN ACT TO PROVIDE ADDITIONAL FUNDING FOR SECONDARY VOCATIONAL AND INDUSTRIAL ARTS PROGRAMS.

Section 1 - Appropriation There is appropriated \$1,500,000.00 to the Office of Superintendent of Public Instruction for the purpose of providing additional funding for secondary vocational education. The appropriation shall be allocated under rules promulgated by the office which shall require each recipient school district to certify that expenditures for secondary vocational programs in that district will increase by the amount granted from this appropriation.

Section 2 - Accounting A school district receiving funds from this appropriation shall account for all secondary vocational and industrial arts programs in a subfund of the general fund of the school district.

II. The following policies and procedures have been promulgated by the Superintendent of Public Instruction in compliance to the above stated statute and shall be the governing rules for distribution of appropriated monies.

- A. Eligibility Requirements: Schools desiring to participate in the state's funded secondary Vocational Education/Industrial Arts programs must have operated a program for at least one year. Due to the specific appropriation of \$1.5 million, it will be necessary to prioritize programs so the appropriation level is not exceeded. Funds will be allocated up to the appropriated amount based on the following priorities: (1) schools which operated approved vocational education programs in schools years 1976-77, 1977-78, or 1978-79; (2) schools which operated programs in school year 1978-79 without prior participation in state/federal vocational funding but which can provide budget information for the year end; (3) for FY 81, schools which will operate new programs in the 1979-80 school year.

To apply, schools must submit to the Superintendent of Public Instruction a:

1. Local Plan for Vocational Education (Form VZ0379)
The local plan is a summary of all vocational programs planned for operation fiscal years 1978-82. (Schools having submitted Local Plans in FY 1978 or FY 1979 need not resubmit.)
2. Proposal for Vocational Education Program (Form VZ0279)
A separate proposal must be submitted for each six-digit Office of Education Code (O.E. Code) occupational program for which funding is being requested. Detailed information on specific occupational codes and programs requirements are contained in the Guidelines for Vocational Education in Montana.

3. Addendum for Cooperative Vocational Education Programs (Form F1707)
A separate addendum must be included and attached to the Proposal for Vocational Education (VZ0279) for each program utilizing the cooperative method of instruction.

4. Certified Expenditure Report (VZ0579)
Any local school district desiring to participate in the state's funded vocational program must additionally certify that expenditures made by the school to support additional cost items in vocational programs will be maintained at the previous year's level and that supplemental funds provided by this grant will actually increase expenditures by the amount of the grant. A Certified Expenditure Report (Form VZ0579) must be submitted to the Superintendent of Public Instruction by July 15.

B. Allocation of Funds to L.E.A.

1. The following procedures will be proposed by the Superintendent of Public Instruction in accordance with the Administrative Procedures Act and shall upon approval govern the allocation and distribution of vocational education funds. Only programs meeting the eligibility requirements of II (A) and whose programs are approved by the Superintendent of Public Instruction shall receive a supplemental vocational education allocation.
2. All approved programs of vocational and industrial arts education shall be placed into one of five categories according to the cost of the program. Each category must carry the following weight:

<u>CATEGORY</u>	<u>WEIGHT</u>
I	.25
II	.20
III	.15
IV	.10
V	.05

Note: The assignment of programs to categories is subject to annual review and adjustment. A listing of programs and the assigned categories will be distributed annually to schools along with program applications (VZ0279).

3. Additional Average Number Belonging: To determine the additional average number belonging that may be used for budgeting purposes for the ensuing year, the following formula shall be used for computational purposes:

$$\frac{\text{Aggregate Days Belonging}^*}{180} \times \frac{\text{No. Vo-Ed Periods}}{\text{No. Periods in School Day}} \times \frac{\text{Vo-Ed Weight Factor}}{\text{Local ANB Value}} = \text{State Vo-Ed Funds}$$

* Of those students attending the vocational program.

For the formula cited on the previous page the following definitions are applicable:

- a) Aggregate Days Belonging - The sum of the aggregate days present and aggregate days absent for all students in the approved six digit O.E. Code program.
- b) Number of Vo-Ed Periods - The actual number of class periods the program is offered during each class day.
- c) Number of Periods in the School Day - The total number of class periods in the instructional day.
- d) Local ANB Value - The dollar value of one student in the school as determined by the state foundation aid program.
- e) Weighted Factor - The numerical weight associated with the program cost categories noted in B (2) above.

Example: School A has 15 students in its approved welding class (Category 1 = Weight .25). The class meets for two periods in a six period instructional day and the local ANB value of a student is \$1,000.

<u>Program</u>	<u>Students</u>	<u>Periods</u>	<u>Weight</u>	<u>ANB Value</u>	=	<u>State Funds</u>
Welding	2700*/180	X 2/6	X .25	X 1000		\$1,250.

C. Industrial Arts Programs

Schools desiring to apply for funding for Industrial Arts programs must satisfy the same general requirements as for vocational education programs. The application for industrial arts programs should be made on Form VZ0279, Proposal for Vocational Education Programs. Design of the program should be based upon requirements outlined in the publication, Guidelines for Vocational Education in Montana, page 41. Funding for industrial arts programs will be figured at one-half the weighted factor of Category III (.075).

III. Expenditure and Accounting of Vocational Funds

A. Deposit and Expenditure of Vocational Funds

1. Any school receiving state vocational education funds shall deposit and account for those funds in subfund 02 of the districts general fund account.
2. Expenditures for additional cost items shall be reported by the approved six digit O.E. Code program.

* Refer to (a) above.

- B. Additional Cost Items: The Superintendent of Public Instruction has assured the Montana Legislature that funds made available shall be used to pay the additional cost of vocational education and approved Industrial Arts programs. To comply with this assurance, the Superintendent has designated additional cost items and specifically authorized the expenditure of vocational funds for the following purposes:
- a) Instructional supplies utilized by the program.
 - b) Instructional minor equipment purchased for the program.
 - c) Instructional related travel expense.
 - d) Instructional equipment maintenance and repair.
 - e) Instructional major equipment.
 - f) Extended teacher contracts to support supervision of students in vocational related activities such as cooperative work experience and programs that extend beyond the school year.
 - g) Student organization stipends for the purpose of providing supervision of vocational youth groups (VICA, FFA, FHA, OEA, DECA, HERO).
1. Non-Allowable Cost Items: Funds designated for vocational education may not be expended on cost items that are currently being funded through the state's foundation aid program. Included in this category are regular salaries for administration and instruction, rent or purchase of classroom facilities, "general" classroom furniture and supplies and items of fixed equipment which become part of the instructional facility.
- C. Reporting: Schools participating in this program shall annually report expenditures for each approved and funded program in the format and time specified by the Superintendent of Public Instruction.

Attachments: Revised Category
O.E. Code Listing

State of Montana Office of Public Instruction Georgia Rice, Superintendent Helena, MT 59601	CERTIFIED EXPENDITURE REPORT FOR A VOCATIONAL EDUCATION PROJECT FY 1979 & 80	FY	County	Legal Entity
		Assigned Project Number		
Due: July 15, 1979				

District No.	Elem.	County	City	Zip Code	School
--------------	-------	--------	------	----------	--------

INSTRUCTIONS for certifying expenditures for approved vocational education expenditures under provisions of the Education Amendments of 1976 (Public Law 94-482) and laws of the State of Montana.

1. District superintendent or administrative officer submit two completed copies of this form to the State Director for Vocational and Occupational Education, Office of Public Instruction, Helena 59601.
2. Submit a separate expenditure report for **each** project, being sure that each has a Project Number.
3. Follow Accounting Codes for Vocational Education Programs (F498) in preparing the expenditure report.
4. The fiscal year is July 1 to June 30.

This expenditure report consists of two parts: Part I—Expenditure Report and Part II—List of Major Instructional Equipment Purchased.

Part I—Expenditure Report

FY 79—(Column A)

1. With the completion of this report you will have certified that all expenditures listed for the program for each fiscal year (July 1 to June 30) are accurate and that there are adequate records in the district office for audit purposes. Supporting documents to be kept in your files are copies of invoices showing numbers and dates of school districts' warrants for all purchases of supplies and equipment and a copy of school district claims showing numbers and dates of warrants for payment of fees, travel, etc.

FY 80—(Column B)

1. This report will be returned to you in the spring of 1980 for the completion of Column B. At this time a comparison can be made in the expenditures for the seven italicized items. If a FY 80 italicized item expenditure does not meet or exceed FY 79 an explanation must be provided.
2. (Column C) The total expenditures of the seven italicized items must have increased by the amount of state vocational funds received in FY 80. If this has not happened the difference will need to be refunded to the State.
3. Documentation records for FY 79 also apply for FY 80.

Part II—List of Major Instructional Equipment Purchases

1. List only equipment having a unit cost of \$300 or more and transfer total amount to Expenditure Item 1164 of Part I.

I certify the information reported in this claim is accurate and complete to the best of my knowledge and belief.

FY 79		FY 80	
Signed: _____	_____	Signed: _____	_____
District Supt.	Date	District Supt.	Date
Chrm., Board of Trustees	Date	Chrm., Board of Trustees	Date

PART I - EXPENDITURE REPORT

FY 80 State Vocational \$ _
 Funds Received for
 Increased Expenditures

Expenditure Items Expenditures should only reflect the portion applicable to this project	A	B	C	STATE USE ONLY
	Project Expenditure ¹ FY 79	FY 80	Increased Expenditure ² FY 80	Federal Funds
ADMINISTRATION				
01-02-0111 Administrative salaries			X X X X	
01-02-0150 Other expenses			X X X X	
INSTRUCTION				
01-02-0211 Supervisors' salaries			X X X X	
01-02-0212 Instructors' salaries			X X X X	
01-02 a. 9-month salary			X X X X	
b. extended contract salary				
c. Voc. Stu. Org. Adviser Stipend				
01-02-0213 Clerical salaries			X X X X	
01-02-0232 Instructional supplies				
01-02-0233 Instructional minor equipment - 3				
01-02-0251 Other supervisory expenses			X X X X	
01-02-0252 Other instructional expenses			X X X X	
01-02-0258 Instructional travel expenses				
01-02-0285 Consultants' fees			X X X X	
01-02-0288 Consultants' travel			X X X X	
01-02-0289 Other consultants' expenses			X X X X	
SUPPORTIVE SERVICES				
01-02-0411 Guidance salaries			X X X X	
01-02-0413 Clerical salaries			X X X X	
01-02-0458 Guidance travel expenses			X X X X	
01-02-0459 Other guidance expenses			X X X X	
MAINTENANCE OF PLANT				
01-02-0743 Inst. equipment maintenance and repair				
OTHER CURRENT CHARGES				
01-02-1021 Social Security			X X X X	
01-02-1022 Teachers' retirement			X X X X	
01-02-1023 Public employees' retirement			X X X X	
01-02-1024 Unemployment compensation			X X X X	
01-02-1056 Rental of lands and buildings			X X X X	
01-02-1057 Insurance			X X X X	
01-02-1059 Other expenses (specify)			X X X X	
CAPITAL OUTLAY				
01-02-1164 Instructional major equipment - 4 (itemize)				
GRAND TOTAL			5	

1. (Columns A & B) Total expenditures for this project during the fiscal year.
2. (Column C) Total increased expenditures. Subtract FY 79 from FY 80. If each FY 80 additional italicized item expenditure does not meet or exceed FY 79 then it must be explained.
3. Expenditures for all instructional minor equipment having a unit cost of less than \$300.
4. Expenditures for all instructional major equipment having a unit cost of \$300 or more see Part II-Itemized List of Major Instructional Equipment purchased.
5. (GRAND TOTAL, Column C) Increased expenditures. GRAND TOTAL must equal state funds sent to the district for this program in FY 80 or it will be necessary to refund the unused portion to the State.

If the individual **italicized** items on the preceding page for FY 80 do not meet or exceed the expenditures for FY 79 please explain.

0212 Extended teacher contracts _____

0212 Student organization stipends _____

0232 Instructional supplies _____

0233 Instructional minor equipment _____

0258 Instructional travel expenses _____

0743 Instructional equipment maintenance and repair _____

1164 Instructional major equipment _____

Reviewed by _____
State Program Consultant Date

PART II

LIST OF MAJOR INSTRUCTIONAL EQUIPMENT PURCHASED

List all major instructional equipment having a unit cost of \$300 or more.

Name of Equipment	DESCRIPTION (Type, make, size, model, etc.)	Quantity	Total Cost

Attach additional sheets if necessary

Total \$

SECONDARY VOCATIONAL EDUCATION Funding Categories

There are 25 different types of vocational programs offered in the secondary schools of Montana. This system of funding places each program, depending on the additional cost, in one of the five funding categories, I through V. The funding categories carry the following weighted factor value:

<u>Category</u>	<u>Weighted Factor</u>
I	.25
II	.20
III	.15
IV	.10
V	.05

CATEGORY I	Programs	CATEGORY III	Programs (continued)
	1. Agri. Mechanics Agri. Mechanics Co-op		6. Consumer Homemaking
	2. Production Agri. Production Agri. Co-op		7. Auto Body
	3. Welding Welding Co-op		8. Graphic Arts
			9. Food Mgm't/Serv. Food Mgm't/Serv. Co-op
			10. Broadcasting
			11. Electronics
			12. Industrial Arts (50%)**
CATEGORY II	Programs	CATEGORY IV	Programs
	1. Secretarial Office Practice Secretarial Office Practice Co-op		1. Appliance Repair
	2. Simulated/Model Office Simulated/Model Office Co-op		2. Distrib. Educ. Co-op
	3. Clerical Office Prac. Clerical Office Prac. Co-op	CATEGORY V	Programs
	4. Auto Mechanics Auto Mechanics Co-op		1. Child Care *Child Care Co-op
	5. Metalworking		2. Health Occupations
	6. Agri. Forestry		
CATEGORY III	Programs		
	1. Drafting		
	2. Carpentry *Carpentry Co-op		
	3. Home Ec. Related Occ.(HERO) *HERO Co-op		
	4. Small Engine Repair		
	5. Agri. Supplies & Service		

*Carpentry and HERO Co-op programs would move to level II when conducted as co-op programs. Child Care Co-op programs would move to level IV when conducted as co-op programs.

**Approved industrial arts programs will be funded at 50 percent of weighted factor in Category III.

GEORGIA RICE, Superintendent
Office of Public Instruction
Department of Vocational
and Occupational Services
Helena, MT 59601

U.S. OFFICE OF EDUCATION
OCCUPATIONAL CODES AND TITLES

AGRICULTURE - 01.

01.0100 Agricultural Production
01.0200 Agricultural Supplies & Services
01.0300 Agricultural Mechanics
01.0500 Ornamental Horticulture
01.0700 Forestry
01.9900 Other Agriculture

DISTRIBUTION - 04.

04.0800 General Merchandise

HEALTH - 07.

07.0303 Nursing Assistant (Aide)
07.0399 Other Nursing
07.9900 Other Health

CONSUMER AND HOMEMAKING - 09.01

09.0101 Comprehensive Homemaking
09.0102 Child Development
09.0103 Clothing and Textiles
09.0104 Consumer Education
09.0106 Family Relations
09.0107 Food and Nutrition
09.0108 Home Management
09.0109 Housing and Home Furnishings
09.0199 Other Consumer and Homemaking

HOME ECONOMICS OCCUPATIONAL
PREPARATION - 09.02

09.0201 Care and Guidance of Children
09.0202 Clothing Management, Production
and Service
09.0203 Food Management, Production and
Service
09.0204 Home Furnishing, Equipment and
Service
09.0205 Institutional and Home
Management and Service
09.0299 Other Home Economics Occupational
preparation (including HERO)

OFFICE - 14.

14.0300 Filing, Office Machines, Clerical
Occupations
14.0303 Clerical Office Practice
14.0702 Secretarial Office Practice
14.0704 Simulated/Model Office

TRADES AND INDUSTRY - 17.

17.0200 Appliance Repair
17.0301 Body and Fender Repair
17.0302 Auto Mechanics
17.1001 Carpentry
17.1002 Electricity
17.1300 Drafting Occupations
17.1500 Electronic Occupations
17.1900 Graphic Arts Occupations
17.2300 Metalworking (General)
17.2302 Machine Shop
17.2306 Welding
17.3100 Small Engine Repair
17.9900 Other Trades and Industry
17.9901 Industrial Cooperative Training
17.9902 Broadcasting
17.9903 Related Instruction

INDUSTRIAL ARTS - 99.

99.0401 Occupationally Oriented
99.0402 Prevocational

APPENDIX B

COORDINATION BETWEEN CETA TITLE II (A)(B)(C)(D) AND TITLE III
(INSTITUTIONAL TRAINING) AND VOCATIONAL EDUCATION

Vocational Education and the Comprehensive Employment and Training Act Amendments of 1978:

Institutional training for jobs is the charge specified in the sub-grants between the Governor's Employment and Training Council and the Office of Public Instruction. The training is brought about by the utilization of funds from sources under Title II (A)(B)(C) and Title III of the act.

Funds are used for vocational training in established training institutions of predetermined quality; namely, the five area vocational technical schools, the three community colleges, and various Indian sponsored vocational schools on the Indian reservations and in the licensed proprietary schools.

Under the act, a special six percent set-aside is earmarked for vocational education and given to the governor of each state. The Governor provides these funds to the legally responsible office for vocational education. In Montana, the Office of Public Instruction is the responsible office and is administered through the legally designated administrator, the Superintendent of Public Instruction.

The six percent funds in Montana will be used for administration services, prevocational and basic education. Plans for fiscal year 1980 will have the six percent special grant funds used to prepare people for skill training through academic upgrading and orientation to the world of work.

Coordination of CETA, vocational education, and other employment training programs in Montana is accomplished through a variety of methods. The Office of Public Instruction is represented with voting membership on the Governor's Employment and Training Council, the Manpower Services Council and the Operations Committee, and reviews all programs operated through CETA funding. A member of the Governor's Employment and Training Council has membership on the State Advisory Council for Vocational Education and State Planning Council for Vocational Education and reviews programs to be sponsored by vocational education funds. Additionally, at the state level Montana is implementing a centralized student accounting system that will include enrollment, completion and follow-up of all students trained through programs funded by CETA and vocational education. This

system will provide uniform student accounting which will eliminate duplicate student counts and provide for increased fiscal and program accountability.

At the local level, coordination of CETA, vocational education and other employment programs is facilitated through joint local operations committees which meet weekly to review programs to be operated in the area of the state they serve. Additionally, all applications for vocational education assistance must provide a description of methods used to coordinate the programs being planned with other employment training programs in the area to be served.

State of Montana
Office of Public Instruction
Georgia Rice, Superintendent
Helena, MT 59601

SELF EVALUATION FOR
VOCATIONAL EDUCATION
Fiscal Year 1979

DUE: May 30, 1979

District No.	<input type="checkbox"/> Elementary <input type="checkbox"/> High School	County	City	Zip Code	School
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I. TYPE OF PROGRAM (check appropriate item)

<input type="checkbox"/>	Agriculture
<input type="checkbox"/>	Distributive
<input type="checkbox"/>	Health Occupations
<input type="checkbox"/>	Consumer and Homemaking
<input type="checkbox"/>	Home Economics and Wage Earning
<input type="checkbox"/>	Business and Office

<input type="checkbox"/>	Technical
<input type="checkbox"/>	Trade and Industrial
<input type="checkbox"/>	Cooperative
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

II. LEVEL OF PROGRAM ☐ Secondary ☐ Postsecondary ☐ Adult

III. This data collection is required in accordance with the Vocational Education Amendment of Public Law 94-482 and the Montana State Plan for Vocational Education.

IV. DIRECTIONS

- The self evaluation should be completed by the instructor(s) for each approved vocational program in the school district.
- Advisory Committee members should be encouraged to assist the instructor(s) in the self evaluation.
- Written comments following each item are encouraged.
- A rating of five (5) on an item indicates excellence and a zero (0) indicates nonexistence of any criteria to base judgement. Circle the rating that best describes your program.
- The original of each program evaluation should be submitted to the Manager of Field Services, Department of Vocational and Occupational Services, Office of Public Instruction, Helena 59601. The carbon copies should be kept in your files.

	ASSESSMENT (Circle One)	COMMENTS
1. The program advisory committee has		
a. written duties and responsibilities.	5 4 3 2 1 0	
b. minutes on file.	5 4 3 2 1 0	
c. assisted with program development and evaluation.	5 4 3 2 1 0	
d. a representation of both sexes.	5 4 3 2 1 0	
e. a representation of business, industry and labor	5 4 3 2 1 0	
2. Efforts are made to encourage students of both sexes to participate in the program.	5 4 3 2 1 0	
3. Progress is being made to assure that sex bias/sex stereotyping is being eliminated from instructional and curricular material.	5 4 3 2 1 0	
4. Community resource persons who work in non-traditional occupations are utilized in class presentations.	5 4 3 2 1 0	
5. The instructor		
- is certified.	5 4 3 2 1 0	
- is an active member of vocational education related professional organizations.	5 4 3 2 1 0	
- keeps updated by attending workshops and seminars.	5 4 3 2 1 0	

SCHOOL

check one:

☐ Ag ☐ DE ☐ Health ☐ Con. Hmkg. ☐ Coop
☐ WE Hmkg. ☐ B & O ☐ Tech ☐ T & I

ASSESSMENT
 (Circle One)

COMMENTS

Curriculum is organized around knowledge and skills for the occupation	5 4 3 2 1 0	
Written measurable objectives are on file in the department.	5 4 3 2 1 0	
Field trips and community resources are used to enrich the instruction.	5 4 3 2 1 0	
The school assists with job placement of students irrespective of sex.	5 4 3 2 1 0	
Program objectives are realistic in terms of pupil needs and employment opportunities.	5 4 3 2 1 0	
Adequate funds are budgeted for supplies, equipment and travel.	5 4 3 2 1 0	
Facilities are adequate and accommodate both sexes.	5 4 3 2 1 0	
Equipment is adequate and up-to-date.	5 4 3 2 1 0	
A vocational student organization is an integral part of the instructional program.	5 4 3 2 1 0	
Students with special needs are identified and adequately provided for.	5 4 3 2 1 0	
Program evaluation is consistent with the school established vocational education philosophy and goals and job placement.	5 4 3 2 1 0	
Student evaluation is consistent with the program objectives and readiness for employment in the occupational area.	5 4 3 2 1 0	
There is a planned follow-up system of students completing the program that includes employer satisfaction.	5 4 3 2 1 0	
The results of evaluation and follow-up are used as a basis to revise and improve the program.	5 4 3 2 1 0	
Cooperative work experience provides equal experience irrespective of sex.	5 4 3 2 1 0	

 signed) _____
 Program Instructor Who Has Completed This Form

 Date

 signed) _____
 School Administrator

 Date

APPENDIX D

SUMMARY OF VIEWS EXPRESSED
AT THE
PUBLIC HEARING

The following recommendations were expressed at the Public Hearings held on the Annual Plan. Some of these recommendations have been incorporated into the Plan. The Superintendent of Public Instruction has responded to each recommendation and the actions and responses of the Superintendent are listed below:

1. RECOMMENDATION

Format for the program service areas should be consistent throughout the Plan.

ACTION/RESPONSE

Concur. Each program area has been rewritten to retain consistency throughout the Plan.

2. RECOMMENDATION

Provide goals and objectives for cooperative education.

ACTION/RESPONSE

Not Concur. The goals and objectives of each program area reflect the Plan for the cooperative education within that specific program area. The cooperative education process is not a separate program in itself, but rather a method of enabling students to receive work related training outside the normal school setting.

3. RECOMMENDATION

Statistical population figures should be dated.

ACTION/RESPONSE

Concur. The figures utilized were obtained from the Montana Data Book dated 1975, the Montana Public School Enrollment Data dated 1976 and the Enrollment reports of the Superintendent of Public Instruction and the Commissioner of Higher Education 1976. This was noted in the Plan in footnotes, 1, 2 and 3 to that section.

4. RECOMMENDATION

Determine break between what is considered high dropout rates on the map entitled "Montana Drop Out rates by Counties".

ACTION/RESPONSE

The percentage of a drop out rate over 9% is considered to be the dividing line between average and high drop out rates for the purpose of this Plan.

5. RECOMMENDATION

The public need additional time to review the Plan prior to the hearings.

ACTION/RESPONSE

Concur. We hope the problem of having advance copies ready for public inspection sooner will be solved by assigning the writing of the Plan to one full-time consultant within the Division of Vocational and Occupational Education.

6. RECOMMENDATION

Unemployment or drop out figures do not adequately reflect the rates as applied to the indian reservations.

ACTION/RESPONSE

Concur. These figures have been requested from the Bureau of Indian Affairs for inclusion in this Plan. However, the Bureau has not had time to completely formulate their report. The figures will be forwarded as an addendum to the Plan, at a later date.

7. RECOMMENDATION

There needs to be more definitions of the terms used in the Plan.

ACTION/RESPONSE

The terms used in the Plan are standard to the Vocational educational process. However, this recommendation will be considered for the 1981 State Plan.

8. RECOMMENDATION

Everyone is still concerned with data validity and reliability. What ever happened to SOICC?

ACTION/RESPONSE

The SOICC process, as referred to in this Plan, is in operation. However, there has not been enough time elapsed to enable the committee to generate the needed data at this time.

9. RECOMMENDATION

Policies and Procedures for the Vo-Tech Centers should be included in the 1980 State Plan.

ACTION/RESPONSE

Concur. The Policies and Procedures are presently being rewritten and will be furnished to recipients of the State Plan and others as needed.

10. RECOMMENDATION

Adult Vocational Educational programs are a large part of the total vocational education program in Montana. This area of vocational education should be addressed in more detail in the State Plan.

ACTION/RESPONSE

Not Concur. We do not feel there would be any benefit in having a separate section for Adult Vocational Education. Each program area addresses the service that section would render to Adult Vocational Education programs.

FY80 Vocational Education Funding Summary
Estimated 7/19/79

	Total Budget	Total Excess Cost	Local Share	Federal Share	State Share	Foundation
Secondary Programs	8,327,795	2,081,957	7,011,161	105,747	714,000	496,887
Postsecondary Centers						
Billings	1,122,186		351,160	208,638	562,388	
Butte	873,300		203,268	162,434	507,598	
Great Falls	941,443		227,324	175,126	538,993	
Helena	1,440,574		207,872	267,867	964,835	
Missoula	1,609,452		290,107	299,263	1,020,082	
Total	5,986,955		1,279,731	1,113,328	3,593,896	
120 Dis & Hep	1,919,410		556,563	556,563		
130 Dis & Hep	139,140			139,140		
Administration	204,473			204,473	259,473	
Sex Bias	50,000			50,000		
Displaced Homemakers	20,092			20,092		
Guidance	92,760			92,760		
130 Program Imp.	152,037			152,037		
140 Sp. Disadvantaged	79,785			79,785		
150 Consumer & HE.	57,840			57,840		
Dis.areas						
102 (13) Planning	19,945			19,945		

The following information is attached to provide background information on the adjustments required to receive approval on the Fiscal Year 1980 Annual Plan for Vocational Education.

The requirement for final approval and receipt of federal funding are provided to reflect the areas of concern of H.E.W. officials and areas that may need to be strengthened in Montana.



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

RECEIVED

OCT - 5 1979

SUPERINTENDENT
OF PUBLIC INSTRUCTION

OCT 1 1979

Dr. Larry C. Key
Director/Administrator
Vocational Education
Office of Public Instruction
Capitol Building
Helena, Montana 59601

Dear Dr. Key:

The review of the Montana FY 80 Annual Program Plan and the FY 78 Accountability Report for Vocational Education has been completed.

Our review revealed certain areas where the Plan did not fully respond to the Federal requirements as set forth in the legislation (Public Law 94-482, Title II). The following summary of our findings and related required actions must be addressed in order to satisfy the Federal requirements for the approval of the Plan and Report.

Annual Program Plan

1. Item: 104.171(b)(1), (f) and (h) - Certifications

Finding: The following certifications do not include mention of the Accountability Report: Certification of Involvement of Designated Agencies (104.171(b)(1); ~~Certification of Consultation with State Advisory Council~~ (104.171(f)); Certification of Adoption by O.P.I. (104.171(h)).

Required action: Revise the above certifications to include mention of the Accountability Report for FY 78.

2. Item: 104.171(a) and (b)(2) - Certifications

Finding: The original copies of the following certifications were not included in the FY 80 Annual Plan: ~~Certification of State Attorney General~~ (104.171(a)); Certification of Designated Agencies - representatives' signatures (104.171(b)(2)).

Required action: Supply an original copy of each of the above certifications.

3. Item: 104.171(b) - Certifications

Finding: The Certification of the Involvement of Designated Agencies does not include mention of all recommendations rejected, if any, by the Board.

Rice
Key ✓
CA-301

Required action: Indicate in a revised Certification whether there were any recommendations rejected by the State Board, and, if so, what these recommendations were, the reasons for their rejection and complete identification of the agency, council or individual having made the rejected recommendation.

~~4.~~ Item: 104.171(c) - Certifications

Finding: The Certification of Delegation is not included in the Annual Plan for FY 80.

Required action: Include this Certification in the Plan, or, if it is not applicable, indicate this.

5. Item: 104.531 - Cooperative education

Finding: Pages 59 and 60 of the Annual Plan for FY 80 indicate that cooperative programs are being funded but no funding level is indicated on the budget page (p. 39, Annual Plan).

Required action: Indicate the intended level of support for cooperative education programs in the State for FY 80.

~~6.~~ Item: 104.707 - Exemplary and Innovative Programs

Finding: The Annual Plan does not indicate the disposition of those exemplary and innovative programs for which FY 80 is the last year for Federal support (refer to the Montana Five-Year Plan, p. 226).

Required action: Indicate the disposition of exemplary and innovative programs for which FY 80 is the final year of Federal support.

~~7.~~ Item: 104.303, 104.312, 104.313 - Federal share of National Priority Programs

Finding: The funding level for handicapped and disadvantaged programs indicated on pages 39 and 104 of the Annual Plan do not correlate and, thus, prohibit any valid assessment of funding minimum percentages.

Required action: The budget tables on pages 39 and 104 should be correlated with respect to handicapped and disadvantaged funding levels.

~~8.~~ Item: 104.313(a)(2) - Minimum percentage for the disadvantaged and LESA

Finding: The budget on page 39 of the Annual Plan does not break down disadvantaged funding to show the LESA portion.

Required action: Break down the disadvantaged allotment to show the amount of funds going to LESA programs.

9. Item: 104.306 - Federal share of expenditures in administration

Finding: The Plan presents insufficient information of the amount of State/local funds used to match the Federal share of administration costs.

Required action: Supply budget data on State/local monies used towards the match of the Federal share of administration costs.

10. Item: 102(d) - Planning funds

Finding: The budget on page 39 of the Annual Plan identifies 102(d) funds, but the Plan lacks narrative describing the planned use of these funds.

Required action: Clarify the intended use of 102(d) funds.

Accountability Report

1. Item: 104.241(a)(3) - Minimum percentages

Finding: State and local matching of Federal dollars for handicapped and disadvantaged was not achieved.

Required action: Explain the reason for not matching Federal monies for the handicapped and disadvantaged.

2. Item: 104.241(a)(3) - Minimum percentages

Finding: The State did not satisfy the minimum percentage requirement for disadvantaged and LESA expenditures, and spent no money on LESA.

Required action: The State should explain the reason for not meeting the minimum percentage requirement for disadvantaged and LESA programs. It should also clarify why no funds were expended on LESA programs during FY 78.

3. Item: 104.241(a)(3) - Minimum percentages

Finding: The budget information on page 43 for State administration indicates that the required 80/20 split between Subparts 2 and 3 has not been achieved.

Required action: Revise the budget tables to reflect the required 80/20 split for State administration.

4. Item: 104.241(b) - Minimum percentages

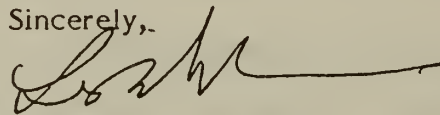
Finding: The Accountability Report does not furnish sufficient information on how evaluation results have been used to improve the State's programs of vocational education and special data on completers and leavers.

Page 4 - Dr. Larry C. Key

Required action: Provide more specific information on results of evaluations conducted during the year, including specific data on completers and leavers.

If you have any questions or need additional clarification, please contact this office.

Sincerely,

A handwritten signature in black ink, appearing to read "LeRoy A. Cornelsen", with a long horizontal flourish extending to the right.

LeRoy A. Cornelsen
Director
Division of State Vocational
Program Operations



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59601
(406) 449-3095

Georgia Rice
Superintendent

December 6, 1979

LeRoy A. Cornelsen, Director
Division of State Vocational
Program Operations
7th and D Streets, S.W.
ROB 3, Room 5652
Washington, D.C. 20202

Dear Dr. Cornelsen:

This letter is in reply to your deficiency letter, dated October 1, 1979, relevant to final approval of Montana's FY 80 Annual Plan and FY 78 Accountability Report. I will respond to your requests on a point by point basis.

Annual Program Plan:

1. Finding: the following certifications do not include mention of the Accountability Report:

- a) Certification of Involvement of Designated Agencies;
- b) Certification of Consultation with State Advisory Council;
- c) Certification of Adoption by State Board (Superintendent).

Response: attached are the required certifications. It should be noted that in Montana the Superintendent of Public Instruction has the authority that previously was allocated to the State Board.

2. Finding: the original copies of the following certifications were not included in the FY 80 Annual Plan:

- a) Certification of State Attorney General;
- b) Certification of Designated Agencies.

Response: please find attached the originals of the above certifications.

Affirmative Action — EEO Employer

3. Finding: the Certification of the Involvement of Designated Agencies does not include mention of all recommendations rejected, if any, by the Board (Superintendent).

Response: the required information is attached.

4. Finding: the Certification of Delegation is not included in the Annual Plan for FY 80.

Response: the certification is not applicable to Montana's State Plan. The Superintendent did not delegate vo ed authority to any other agency.

5. Finding: pages 59 and 60 of the Annual Plan for FY 80 indicate that cooperative programs are being funded but no funding level is indicated on the budget page.

Response: as noted on page 60 of the Annual Plan: "Cooperative programs will be funded on the same basis as regular vocational programs during fiscal year 80."

At this time the proposed allocation of funds for projects involving cooperative efforts by area for FY 80 are:

Agriculture Education	\$ 3,270.01
Distributive Education	19,053.45
Home Economics	4,718.12
Business and Office Education	21,782.28
Trades and Industry	<u>5,552.80</u>
	\$ 54,376.66

This funding adjustment will not affect subpart 2 funds on the budget page. All

regular secondary Vo Ed projects will be funded by State appropriation in FY 80 so no adjustment to the budget page will be necessary.

6. Finding: the Annual Plan does not indicate the disposition of those exemplary and innovative programs for which FY 80 is the last year for Federal support.

Response: there are no exemplary or innovative projects approved for fiscal year 80 that are in the third or final year for receipt of Federal funds.

7. Finding: the funding level for handicapped and disadvantaged programs indicated on pages 39 and 104 of the Annual Plan do not correlate and, thus, prohibit any valid assessment of funding minimum percentages.

Response: attached are revised project lists in the disadvantaged and handicapped areas. Please replace the project list on page 104 with these lists. The replacement list correlates with budget page 39.

8. Finding: the budget on page 39 of the Annual Plan does not break down disadvantaged funding to show LESA portion.

Response: there are currently no projects in Montana specifically allocated to Limited English Speaking Ability. We have had trouble implementing this type of project in this State because of a lack of eligible participants at the local level.

9. Finding: the plan presents insufficient information on the amount of State/local funds used to match the Federal share of administration costs.

Response: state appropriation and support allocated to vocational education:

Appropriation	\$ 188,102
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Other State Administrative Support	<u>71,371</u>
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Total	\$ 259,473
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10. Finding: the budget on page 39 of the Annual Plan identifies 102(d) funds, but the plan lacks narrative describing the planned use of these funds.

Response: these funds are used as an expanded effort by the Vocational and Occupational Education Department in the areas of State Plan, Federal Reports and Research. Professional and support staff are employed to aid in the implementation and preparation of federal guidelines and reports and research projects as required by the State Director/Administrator. Duties associated with this program include financial and statistical data gathering, liaison with Montana Advisory Council Planning Committee, State Plan Planning Council and professional staff, preparation of State Plan, Federal reports, Accountability Reports and other required information. Other goals associated with this program involve: long-range planning, standardization of reporting procedures, data collection to meet reporting requirements and consolidation of data.

Accountability Report

1. Finding: state and local matching of Federal dollars for handicapped and disadvantaged was not achieved.

Response: the table on page 41 of the Accountability Report reflects the following figures in the handicapped and disadvantaged areas:

Disadvantaged

Federal	255,512
State/Local	170,028

Handicapped

Federal	274,573
State/local	111,331

Please refer to the narrative on page 35 for additional information on these figures. It should be noted that the federal distribution of funds includes carry-in monies from FY 77. Because Federal carry-in has additional spending authority after fiscal year end and state funds must be allocated before fiscal year end, an accurate match may not be reflected in the tables. State funds are often expended before Federal funds so that they can be distributed before fiscal year end. Therefore Federal funds are matched before fiscal year end and sometimes before allocation.

When carry-in funds are eliminated from current year funds the table would reflect matching:

FY 78 Disadvantaged Budget	335,061
FY 77 Carry-in	<u>134,362</u>
Total Funds available	469,423
Funds expended in FY 78	<u>255,512</u>
FY 78 Carryover	<u><u>213,911</u></u>

Total FY 78 Disadvantaged Expenditure	255,512
FY 77 Carry-in Funds (matched in FY77)	<u>134,362</u>
Actual FY 78 Funds Expended	<u>121,150</u>
State match per page 41	<u>\$ 170,028</u>
FY 78 Handicapped Budget	167,531
FY 77 Carry-in	<u>113,242</u>
Total Funds Available	280,773
Funds expended in FY 78	<u>224,573</u>
FY 78 Carryover	<u>56,200</u>
Total FY 78 Handicapped Expenditure	224,573
FY 77 Carry-in Funds (matched in FY 77)	<u>113,242</u>
Actual FY 78 Funds Expended	<u>111,331</u>
State match per page 41	<u>\$ 111,331</u>

Prior to the distribution of federal funds the local educational agency must have a certified expenditure report on file that verifies local matching effort.

2. Finding: the state did not satisfy the minimum percentage requirement for disadvantaged and LESA expenditures and spent no money on LESA.

Response: the large amount of disadvantaged carryover is due to a lack of applications to support program grants in 1978.

Implementation excess cost and mainstreaming provisions of the Act have resulted in a cautious approach by many administrators. An additional contributing factor was the lateness of controlling

rules and regulations becoming available after most districts had established budgets for fiscal 1978. Applications submitted for FY 1978 indicate the problem has been resolved. In the area of LESA two projects were submitted and approved for funding during FY 78, no additional expenditure was reported on reimbursement requested by the local educational agencies at the end of the fiscal year.

3. Finding: the budget information on page 43 for state administration indicates that the required 80/20 split between Subparts 2 and 3 has not been achieved.

Response: as footnoted on page 43 the tables include carryover figures from the prior fiscal year. Because the carryover amount of \$30,257 in Section 130 funding is substantial an adjustment will reflect a better comparison.

Administration allocation

Section 120	260,450
deduct carry-in	<u>7,633</u>
adjusted	252,817

Administration allocation

Section 130	101,013
deduct carry-in	<u>30,257</u>
	70,756

Total Administration \$ 323,573

120	252,817	78%
130	70,756	22%

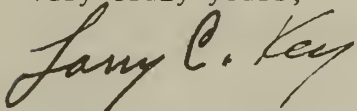
With the deletion of carry-in funds from the comparison a split of 78/22 is achieved.

4. Finding: the Accountability Report does not furnish sufficient information on how evaluation results have been used to improve the State's programs of vocational education and special data on completers and leavers.

Response: in fiscal year 1978 evaluations were done but not put to use because this was to be the base year for evaluation comparison. Data on completers and leavers was not collected due to a lack of adequate facilities for data collection.

I hope that the information supplied will meet your requirements for final approval on the FY 80 Annual Plan and FY 78 Accountability Report. Your prompt attention to this matter will be appreciated in order that Montana can receive and allocate FY 80 funding to support Vocational Education.

Very truly yours,



LARRY C. KEY, Ed.D.
Director/Administrator
Vocational Education

LCK:hd

cc: Superintendent Rice

enclosures



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59601
(406) 449-3095

Georgia Rice
Superintendent

January 14, 1980

Marcel R. DuVall, Chief
Western States Branch
Div. of State Vocational
Programs Operations
Dept. of Health, Education & Welfare
Office of Education
7th and D Streets, S.W.
Washington, D.C. 20202

Dear Mr. DuVall:

The following adjustments were considered necessary for final approval of the Montana 1980 State Plan. This information is provided as an addendum to the report submitted dated December 6, 1979 from my office to Dr. LeRoy Cornelsen.

Points that were not accepted are as follows:

- #7. There were a few minor problems noted with the tables submitted to replace page 104 in the original State Plan. These tables have been revised and the adjusted tables are included.
- #8. Even though there is difficulty in locating eligible recipients for LESA funds, it is required that an amount be set aside under Disadvantaged. The amount that should be allocated is based on the following formula:
 $1,000 \text{ LESA} \div 96,887 \text{ population between 15 and 24} = .01$
 $.01 \times 469,085 \text{ (Disadvantaged set aside)} = 4,690 \text{ for LESA projects.}$ This adjustment is reflected on the revised page 39.
- #9. There must be an 80/20 split on funds from 120 and 130 sources respectively allocated to administration of vocational programs.

The revisions on page 39 will reflect the required split in administration monies.

Sincerely,

A handwritten signature in cursive script, reading "Larry C. Key".

LARRY C. KEY, Ed.D.
Director/Administrator
Vocational Education

cc: Michael McGrath

hd



